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ABSTRACT

This study was conducted to provide information for the Ontario Ministry of Education about the 1990-91 graduating class of candidates from teacher education institutions in Ontario. Subjects were 5,080 English-language and 417 French-language teacher education graduates. A longitudinal survey was taken in three stages over a period of two years. This report begins with a French-language synthesis of the study, followed by chapters that deal with: the research context and rationale; the survey process and rates of return; relevant background literature; the teacher education class of 1990-91 (demographic information); recruits of 1991; non-entrants to teaching; and a comparative look at entrants to other professions. Data analysis yielded information about the nature of teacher education from the perspective of students, allowed a glimpse of their thoughts and experiences during the first year of teaching, and formed the basis for concluding remarks that confirmed many commonly held notions about teacher education in Ontario. Appendices provide names of teacher education institutions in Ontario and copies of the three English-language and French-language surveys administered to teacher education students. (Contains approximately 130 references.) (LL)

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On Becoming a Teacher

A Longitudinal Tracking Study

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David Marshall

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A RESEARCH STUDY COMMISSIONED BY THE
ONTARIO MINISTRY OF EDUCATION AND TRAINING

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Principal Investigators:

Laverne Smith
Yves Herry
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Synthèse de l'étude par rapport à la composante francophone

Introduction

Dans ce chapitre, rédigé à l'intention des intéressé(e)s francophones, on brosse un tableau de la composante francophone de l'étude. En effet, l'étude soulève certaines questions qui doivent être examinées dans le contexte de l'éducation en langue française. De plus, elle permet de mettre en relief les particularités de la composante francophone, qui découlent de la dispersion et de la diversité de la population étudiante francophone.

En substance, l'étude fait ressortir d'importantes questions sur l'ensemble des programmes de formation et sur les motivations des personnes qui s'y inscrivent. Elle porte sur les étudiantes et les étudiants sortants des programmes de formation initiale à l'enseignement. Pour la composante francophone, ceux-ci et celles-ci proviennent des deux établissements de formation en langue française, soit la faculté d'éducation de l'Université d'Ottawa et l'École des sciences de l'éducation de l'Université Laurentienne à Sudbury.

Description générale de l'étude

L'objet de l'étude était d'examiner le profil des étudiantes et des étudiants qui choisissent de poursuivre un programme de formation en enseignement et de cerner les principales raisons pour lesquelles un nombre important d'entre eux et d'entre elles ne s'intègrent jamais à la profession d'enseignement. Pour ce faire, l'équipe de chercheurs a effectué un suivi sur deux années de la cohorte d'étudiantes et d'étudiants qui ont terminé en 1991 leur programme de formation à l'enseignement.

Les sujets de l'étude comprenaient les 5 497 candidates et candidats inscrits à la formation à

l'enseignement en septembre 1990, dont 417 francophones inscrits aux programmes de formation dispensés en français. Les chercheurs ont effectué à trois reprises un sondage auprès de cette cohorte : d'abord en janvier 1991 alors que le programme était en cours; ensuite en septembre 1991 alors que le processus d'embauche de personnel enseignant pour l'année scolaire était plus ou moins terminé; et enfin en septembre 1992 auprès d'un échantillon de ceux et de celles qui enseignaient et auprès de tous ceux et celles qui n'avaient pas obtenu d'emploi dans l'enseignement l'année précédente.

À des fins de comparaison, la chercheuse principale a également fait état de la situation dans les autres professions libérales, dont le droit, le génie, la médecine et les sciences de la santé.

Recension de la documentation

Avant d'entreprendre l'étude, l'équipe de recherche a examiné la documentation dans ce domaine. La documentation en français a révélé que plusieurs facteurs pouvait justifier le choix d'un grand nombre de ne pas intégrer la profession d'enseignement. L'offre et la demande n'étaient qu'une des causes évoquées.

La disponibilité des postes en français dans l'enseignement en français est toujours demeurée assez constante pour qu'il n'y ait pas de surplus excessif de personnel enseignant. Le taux d'embauche des diplômé(e)s des établissements de langue française a toujours été relativement élevé, et le fait que les écoles de langue anglaise en recrutaient un bon nombre pour leurs programmes de français langue seconde et d'immersion a contribué à maintenir ce taux.

Du côté anglophone, la baisse des effectifs scolaires entre 1975 et 1985 s'est traduit par une demande moindre d'enseignantes et d'enseignants. Il était impossible de déterminer quel était le pourcentage de personnes qui ne s'intégraient pas à la profession d'enseignement par choix personnel.

Certaines études ont démontré que la demande du côté francophone est non seulement demeurée constante mais qu'elle s'est accentuée dans certaines régions de la province et dans certains domaines de spécialisation (l'Association canadienne de l'éducation en langue française [l'ACELF], 1990; Lévesque, 1990). D'autres études (Smith, 1989; Lévesque, Poirier et Brabant, 1991) confirment ces observations et font ressortir que les besoins des conseils scolaires en personnel qualifié pour enseigner en français demeurent un des secteurs critiques de la demande d'enseignantes et d'enseignants en Ontario.

Dans la documentation examinée, on expose d'autres facteurs qui influent contre le choix de l'enseignement comme carrière. Parmi ces facteurs, on retrouve le profil peu élevé de la profession d'enseignement par rapport à d'autres, la structure et l'organisation des programmes de formation initiale et l'entrée dans la profession qui pourrait être ralentie par un processus d'internat (l'ACELF, 1989) ou un programme d'orientation à l'enseignement (le Comité d'enquête sur la formation des enseignants, 1988).

L'accès à une éducation postsecondaire en français, la pénurie de ressources et le manque d'appui professionnel pour les enseignantes et les enseignants débutants (Herry, 1988; Frenette, 1987; l'ACELF, 1983) sont d'autres facteurs qui influent sur le choix d'une carrière en enseignement. Les possibilités d'emploi dans d'autres secteurs d'activité sont aussi mentionnées comme une des raisons qui ont contribué à la baisse d'intérêt pour l'enseignement.

A. Profil des candidates et des candidats francophones, 1990-1991

Parmi les 417 candidates et candidats francophones inscrits au programme initial de formation à l'enseignement en 1990-1991, il y avait 318 femmes (76,5 %) et 99 hommes (23,5 %). De ceux-ci et de celles-ci, 64,4 % étaient célibataires, 33,6 % avaient des conjoints et 2 % étaient séparés ou divorcés. La moyenne d'âge des francophones (24 ans) était plus basse que celle des anglophones (28 ans).

La majorité des candidates et des candidats (76,2 % des anglophones et 70,5 % des francophones) étaient nés en Ontario. Il est important de noter toutefois que, parmi les francophones, ceux et celles qui provenaient d'autres provinces constituaient 24,7 % du total, dont 21,2 % de la province de Québec. Du côté anglophone, 8,3 % provenaient des autres provinces.

Seulement 4,8 % des étudiantes et des étudiants francophones venaient de pays étrangers, tandis que, chez les anglophones, ce taux était de 13,9 %. Par contre, 10,9 % des francophones se sont identifiés comme appartenant à une minorité visible, comparativement à 4,7 % des anglophones.

La majorité des candidates et des candidats possédaient un B.A. comme premier diplôme universitaire. Un peu moins de francophones que d'anglophones cependant étaient titulaires d'un diplôme en sciences ou en d'autres domaines d'études. La moyenne scolaire des francophones à l'entrée au programme de formation était en général plus basse que celle des anglophones (voir tableau 1).

TABLEAU 1 (*)			
Moyenne scolaire au premier diplôme			
Moyenne scolaire	Cohorte anglophone	Cohorte francophone	Total
A	31,9 %	19,6 %	30,0 %
B	62,3 %	69,3 %	63,4 %
C	2,8 %	10,8 %	4,0 %
D	0,04 %	0,3 %	0,08 %
Inconnu	2,9 %	0	2,5 %

(*) Ce tableau est la version française du tableau 13 apparaissant dans le texte anglais.

Le programme

La majorité des francophones (61,4 %) ont choisi l'établissement de formation à l'enseignement selon sa situation géographique, alors que la réputation de l'établissement a motivé le choix de 13,7 % des francophones. Chez les anglophones, 45 % ont choisi leur établissement de formation à l'enseignement en fonction de sa situation géographique, et les autres ont en majorité été motivés par les critères suivants : réputation, genre de programme et acceptation de leur candidature (*voir le tableau 2*).

TABLEAU 2 (*)			
Raisons pour avoir choisi l'établissement de formation			
Raisons	Cohorte anglophone	Cohorte francophone	Total
Situation géographique	45,0 %	61,4 %	47,4 %
Réputation	14,3 %	13,7 %	14,3 %
Genre de programme	13,0 %	0	11,1 %
Langue d'enseignement	0,1 %	9,8 %	1,6 %
Demande acceptée	12,0 %	1,7 %	10,4 %
Exigences d'admission	7,1 %	0	6,9 %
On y a fait ses études universitaires	4,7 %	6,4 %	4,9 %
Autres	3,8 %	7,0 %	4,3 %

(*) Ce tableau est la version française du tableau 17 apparaissant dans le texte anglais.

Pour ce qui est du programme de formation initiale à l'enseignement lui-même, la vaste majorité des étudiantes et des étudiants anglophones et francophones ont indiqué un engagement sérieux envers le programme de formation. Plusieurs ont toutefois indiqué qu'ils n'appréciaient pas ou appréciaient peu la partie théorique du programme tout en étant très positifs envers l'aspect pratique de leurs expériences en milieu scolaire.

Les francophones comme les anglophones de l'étude considéraient que le programme réussissait plus ou moins bien à satisfaire leurs besoins. Une plus forte proportion de francophones que d'anglophones (20 % comparativement à 13 %) trouvaient le programme «pauvre» tandis que seulement 3 % des francophones et 6 % des anglophones ont jugé le programme «excellent» (voir tableau 3).

TABLEAU 3 (*) Perceptions du degré de succès du programme à répondre aux besoins			
Degré de succès	Cohorte anglophone	Cohorte francophone	Total
Excellent	6,0 %	3,0 %	5,5 %
Bon	40,0 %	33,0 %	37,5 %
Adéquat	41,0 %	44,0 %	42,0 %
Pauvre	13,0 %	20,0 %	15,0 %

(*) Ce tableau est la version française du tableau 20 apparaissant dans le texte anglais.

La pratique à l'enseignement

C'est dans la pratique à l'enseignement pendant l'année de formation initiale qu'il existait le plus grand écart entre la cohorte francophone et la cohorte anglophone de l'étude. Alors que 88 % des francophones ne faisaient que le minimum des 40 jours réglementaires de stage pratique, cette moyenne chez les anglophones n'était que de 20,3 %. De fait, presque un quart des étudiantes et des étudiants anglophones suivaient des stages pratiques de vingt semaines ou plus, comparativement à seulement 1,1 % des francophones (voir tableau 4). La majorité des répondantes et des répondants francophones considéraient que le temps consacré à la pratique n'était pas suffisant.

TABLEAU 4 (*)

Temps consacré à la pratique à l'enseignement

Nombre de jours/semaines d'enseignement pratique	Cohorte anglophone	Cohorte francophone	Total
40 jours / 8 semaines	20,3 %	88,4 %	31,0 %
45-50 jours / 9-10 semaines	42,0 %	3,0 %	36,5 %
55-75 jours / 11-15 semaines	4,7 %	2,0 %	4,5 %
80-95 jours / 16-19 semaines	8,7 %	5,5 %	7,5 %
100 jours / 20 semaines	21,2 %	1,1 %	18,0 %
120 jours / 24 semaines	3,1 %	0	2,5 %

(*) Ce tableau est la version française du tableau 21 apparaissant dans le texte anglais.

Moins de la moitié des répondantes et des répondants se sont dits prêts à changer de milieu pour obtenir un emploi dans l'enseignement. De plus, la grande majorité des francophones (81,2 %) ne voulaient même pas considérer la possibilité de s'établir dans la région métropolitaine de Toronto, qui était perçue comme un milieu trop anglophone.

Les raisons pour avoir choisi la profession d'enseignement

Les principales raisons qui soutenaient le choix de carrière des candidates et des candidats à la formation à l'enseignement demeuraient le goût de travailler avec les enfants et les jeunes ainsi que le désir de contribuer au processus de leur apprentissage. Pour plusieurs, l'influence exercée par un ou une de leur propres enseignants ou enseignantes a compté pour beaucoup.

Les domaines de qualification

La majorité (58,9 %) des francophones étaient inscrits au programme de formation initiale pour les cycles **primaire et moyen**, tandis que 17 % seulement avaient choisi les cycles **moyen et intermédiaire** et 23,7 % les cycles **intermédiaire et supérieur**. Du côté anglophone, il y avait un peu moins d'inscriptions aux cycles primaire et moyen (48,2 %) et un peu plus aux cycles intermédiaire et supérieur (29,7 %).

B. Suivi des étudiantes et des étudiants après l'obtention du brevet d'enseignement

La plupart (91,9 %) des étudiantes et des étudiants sortants du programme de formation de 1990-1991 qui ont répondu aux sondages avaient un emploi d'une forme ou d'une autre dans l'enseignement au Canada. De ceux-ci et de celles-ci, 64,7 % avaient obtenu un emploi à temps plein, dont 61,2 % dans les écoles publiques et séparées de l'Ontario. Ce taux représente une légère baisse par rapport au taux d'embauche de la fin des années 80; cependant, il s'agit d'un taux beaucoup plus élevé qu'au début de cette même décennie (voir *tableau 5*).

TABLEAU 5 (*)			
Pourcentage des diplômé(e)s obtenant un poste d'enseignement à temps plein dans les écoles publiques et séparées de l'Ontario			
1983	1986	1988	1991
38 %	50 %	70 %	65 %

(*) Ce tableau est la version française du tableau 27 apparaissant dans le texte anglais.

Pour plusieurs conseils scolaires, les effets de la récente récession et les contraintes budgétaires ont affecté le niveau d'embauche de personnel enseignant. Plusieurs répondantes et répondants ont été déclarés surnuméraires après une année de travail, ou bien n'ont pu obtenir autre chose que de la suppléance.

Il existait une différence importante dans le taux d'embauche des diplômé(e)s des deux établissements de langue française, soit 58,3 % contre 77,1 %. Il semblerait que cet écart soit dû à des facteurs étrangers au programme, tels le lieu géographique de l'établissement d'enseignement et l'adresse permanente des étudiantes et des étudiants.

Plus d'un quart des diplômé(e)s francophones enseignaient dans des programmes d'immersion ou de français langue seconde dans les écoles de langue anglaise. Cette proportion était plus élevée parmi ceux et celles qui enseignaient à temps partiel (25 % en immersion et 17,8 % en FLS). Dans le cas d'un des deux établissements de formation en langue française, plus de 30 % de ses diplômé(e)s enseignaient le français de base ou l'immersion dans les écoles de langue anglaise.

Alors que les écoles publiques ont fourni des emplois à deux tiers des diplômé(e)s anglophones, ce sont les écoles séparées catholiques qui ont engagé deux tiers des diplômé(e)s francophones. On retrouvait 31 % des diplômé(e)s dans les écoles publiques de langue française et 2 % dans les écoles privées.

La majorité des diplômé(e)s (96,5 %) enseignaient en Ontario. La distribution régionale s'établissait comme suit:

Région du centre	22,4 %
(y compris la communauté urbaine de Toronto)	(7,8 %)
Région de l'ouest	7,2 %
Région de l'est	28,2 %
Région du nord-est	4,1 %
Région du nord-ouest	12,3 %
Région du moyen-nord	11,3 %
Autre	11,0 %

Congruence entre l'emploi et les qualifications

En comparant les postes obtenus par les diplômé(e)s et leur domaine de qualifications, on remarquait que **87 %** des répondantes et des répondants qualifiés pour les cycles intermédiaire et supérieur enseignaient à ces cycles tandis que **55 %** seulement des diplômé(e)s qualifiés pour les cycles moyen et intermédiaire se retrouvaient à ces cycles. Il y a moins de correspondance entre les postes obtenus et les qualifications parmi les francophones que parmi leurs homologues anglophones. En ce qui a trait aux matières scolaires, seulement **21 %** des répondantes et des répondants qualifiés pour les cycles moyen et intermédiaire enseignaient selon leurs qualifications.

Cette étude comparative des matières scolaires et des qualifications a permis de dégager quelles étaient les matières enseignées sans les qualifications requises. En tête de liste, on retrouvait les **mathématiques (13 %)** suivi des sciences (**8,4 %**). Aucune distinction n'a été faite entre la cohorte anglophone et la cohorte francophone.

Le degré de satisfaction des répondantes et des répondants après une année d'enseignement

Lorsqu'on a demandé aux diplômé(e)s francophones et anglophones de réfléchir sur leur première année d'enseignement, la grande majorité (**presque 70 %**) se sont dits très satisfaits de leur expérience; tous les autres étaient modérément satisfaits, et personne ne s'est dit aucunement satisfait. De plus, presque tous (**90 %**) comptaient demeurer dans la profession. Alors que pendant leur formation la majorité des répondantes et des répondants avaient cité l'amour des enfants et le désir de travailler avec les jeunes comme la première qualité d'un bon enseignant, après une année on considérait comme qualités les plus essentielles pour l'enseignement : la patience (**27,3 %**), le sens de l'humour (**11 %**) et la flexibilité (**9,2 %**). Par ailleurs, les plus grandes sources de frustration dans leur travail étaient la discipline (**20 %**), le travail administratif (**10,1 %**) et la pénurie de temps (**9,3 %**).

Plus de la moitié des répondantes et des répondants (53,7 %) ont indiqué qu'ils ou elles avaient reçu beaucoup d'appui au cours de leur première année d'enseignement. Il faut noter cependant qu'il s'agissait d'un appui informel qui provenait en grande partie des collègues de travail et en moindre partie des directions d'école et des conseillères et conseillers pédagogiques.

Alors que le degré d'engagement envers la profession d'enseignement avait augmenté parmi ceux et celles qui se disaient moins engagés pendant leur formation initiale, leur opinion sur cette formation n'avait pas changé et la majorité se disait plus ou moins satisfait du programme. On considérait toujours que les changements suivants devaient être apportés : plus de pratique à l'enseignement et plus de discussions sur cette pratique et moins sur la théorie, et enfin, plus de cours pratiques sur la gestion de la classe et de meilleur(e)s professeur(e)s.

Près des trois quarts des répondantes et des répondants ont indiqué que l'enseignement était leur premier choix de carrière. L'autre quart a donné une variété de raisons pour avoir choisi l'enseignement dont : le besoin d'argent (6 %), la pénurie d'emplois dans d'autres domaines (5,6 %), des raisons familiales (5,3 %) ou le temps requis pour se qualifier (5 %). Plus de francophones que d'anglophones ont indiqué que, comme aucune autre profession ne les intéressait, ils avaient choisi l'enseignement. Moins de trois pourcent de toute la cohorte a indiqué qu'une moyenne scolaire inférieure les empêchait de poursuivre une carrière dans des domaines plus attrayants.

Cette partie de l'étude est congruente avec d'autres études canadiennes sur le choix de carrière en enseignement. Ces résultats diffèrent cependant de celles d'une étude semblable menée aux États-unis (Lortie et al.) où deux tiers des répondantes et des répondants avaient choisi l'enseignement par élimination, n'ayant pas été admis à d'autres programmes plus exigeants, tels le droit ou la médecine. D'une façon ou d'une autre, il appert que les conditions sociales influent beaucoup sur le choix d'une carrière en enseignement, ce qui pourrait faire l'objet d'une étude plus approfondie.

C. La cohorte non enseignante des diplômé(e)s de 1991

À la fin de cette étude, il y avait 8,1 % des diplômé(e)s anglophones et 7,5 % des diplômé(e)s francophones qui n'avaient toujours pas trouvé d'emploi dans l'enseignement. Si on ajoute ceux et celles qui n'occupaient pas un emploi à temps plein ou à temps partiel et ne faisaient que de la suppléance ou n'enseignaient que le soir, 25,3 % des francophones considéraient qu'ils et elles faisaient partie du groupe des non-enseignants. On peut diviser ce groupe en deux catégories : ceux et celles qui veulent enseigner mais n'ont pas réussi à trouver un emploi, et ceux et celles qui n'ont aucune intention de poursuivre une carrière dans l'enseignement. En tout, deux pourcent de la cohorte francophone a admis n'avoir aucune intention de postuler un emploi en enseignement dans un proche ou même un lointain avenir.

Près de 80 % de ceux et celles sans emploi dans l'enseignement justifiaient leur situation en évoquant le manque de débouchés dans leur domaine, à leur niveau ou dans leur région. Des 20 % des autres diplômé(e)s sans emploi dans l'enseignement, 26 % ont déclaré qu'ils ou elles voulaient poursuivre leurs études ou explorer d'autres avenues. On a ensuite évoqué des raisons familiales et, finalement, le choix personnel de ne pas vouloir travailler à temps plein. Il ne semblait y avoir aucun autre trait particulier qui pourrait distinguer ceux et celles qui voulaient enseigner de ceux et celles qui avaient choisi de ne pas poursuivre une carrière dans l'enseignement.

Un an après l'obtention du brevet d'enseignement

Le troisième sondage, effectué en septembre 1992 auprès d'un échantillon de répondantes et de répondants qui avaient enseigné au cours de la première année et auprès de ceux et de celles qui n'avaient pas d'emploi dans l'enseignement lors du deuxième sondage, a indiqué que très peu de changements avaient lieu. Alors que certains et certaines avaient perdu

l'avantage de travailler à temps plein, un nombre un peu plus élevé avait réussi à trouver un emploi dans l'enseignement, pour un gain total de 1,7 %. Près d'un tiers des répondantes et répondants occupaient un poste différent de l'année précédente. Il n'y avait pas de différence significative entre la cohorte francophone et la cohorte anglophone.

En ce qui concerne les diplômé(e)s sans emploi dans l'enseignement, on évoquait sensiblement les mêmes raisons; cependant, le désir de poursuivre des études avait été satisfait et ne constituait donc plus une raison. Parmi ceux et celles qui espéraient toujours trouver un poste dans l'enseignement, plusieurs ont exprimé leur consternation face aux procédures d'embauche de certains conseils scolaires étaient très onéreuses ou qui donnaient l'impression d'exercer le favoritisme.

D. Un regard comparatif sur les autres professions

À des fins de comparaison et dans le but de vérifier certaines des causes externes qui influent sur le marché du travail dans d'autres professions libérales, l'équipe de recherche a effectué un sondage auprès d'un échantillon de personnes récemment diplômées dans les domaines suivants : le droit, le génie, la médecine et les sciences de la santé (infirmières et infirmiers). Il faut noter cependant que le contexte socio-économique actuel peut peser plus lourd pour certaines professions -- telles le génie et le droit -- qui dépendent plus étroitement de l'activité économique. De plus, le taux de réponse à ce sondage a été relativement peu élevé; il faut donc interpréter avec prudence les résultats obtenus. Par ailleurs, on s'est aperçu qu'il n'est pas facile de tirer des conclusions en comparant des domaines très différents.

Les réponses obtenues ont révélé que les diplômé(e)s en médecine ont un taux plus élevé d'emploi dans leur profession que les diplômé(e)s en enseignement. Par contre, en droit, le taux d'emploi est inférieur, tandis que les infirmières et infirmiers ainsi que les ingénieur(e)s ont un taux d'emploi comparable aux diplômé(e)s en enseignement.

Conclusion

Cette étude a présenté un profil assez complet d'une cohorte d'étudiantes et d'étudiants en formation à l'enseignement au cours d'une période déterminée et dans un contexte socio-économique particulier où plusieurs facteurs pouvaient influencer sur l'offre et la demande de personnel enseignant. Elle a soulevé des questions intéressantes sur le choix d'emploi des diplômé(e)s en enseignement et le degré de satisfaction vis-à-vis leur emploi. Elle a fait état de ce que les étudiantes et les étudiants pensent du programme de formation et des raisons pour lesquelles un certain nombre de diplômé(e)s décident de ne pas intégrer la profession.

La composante francophone de cette étude nous a démontré qu'il existait certaines différences entre la cohorte anglophone et la cohorte francophone qui pourraient porter à réflexion et nous inciter à continuer l'examen et le suivi réguliers de l'offre et la demande de personnel enseignant pour les écoles de langue française en Ontario.

Introduction

This study is intended to provide for the Ministry of Education, Ontario information and conclusions about the 1990-1991 graduating class of candidates from concurrent programs and one-year consecutive programs in teacher education institutions in Ontario (see Appendix A).

The 5,080 English-language and 417 French-language teacher education graduates were the subjects of this two-year tracking study. Of particular interest in examining the myriad of issues related to this cohort was the development of a base of data on those graduates of the spring of 1991 who did or did not obtain employment in full-time teaching in Ontario's publicly funded schools up to the end of September 1992. However, in the course of doing so, the data gathering process also yielded much illuminating information about the nature of teacher education from the perspective of the student.

In addition, similar data from other professions such as law, medicine, nursing and engineering were collected and utilized in order to place the main focus of this research into a broader context with some comparative perspective. To the extent possible, within the timeframe and scope of the project and where available, hiring rates and information about teacher education graduates from other jurisdictions were obtained and considered, along with the varying social and economic conditions of the relevant jurisdictions.

In the initial stage, previous literature and other relevant statistics bearing on teacher education, entry to the profession and teacher retention were sought to inform and assist in the development of background information and a framework for carrying out the study. The core of the study was a longitudinal survey process completed in three stages. First, a total population in-class survey (see Appendix B and C) was conducted of the Ontario teacher education graduating class of 5,497 students during the winter/spring term of 1991 while they were still involved in their teacher education programs. A second total population survey was also carried out with this cohort (see Appendix D and E) at the end of September 1991 when the majority of them had obtained employment in teaching. Finally, a third survey (see Appendix F and G) was sent in September, 1992, a point which represented the beginning of the second year of teaching or other activity for the subjects. At this stage, a 40 per cent random sample, stratified by teacher education institution, of all those respondents to the second survey who had been fully employed in teaching in 1991 and 100 per cent of those who had not been fully employed in teaching were surveyed. Further, discussions were held with some of the individuals in the cohort for clarification and additional information.

It is hoped that this study will provide a much needed overview of both teacher education graduates and their views on their programs, as well as their reasons for entering or not entering the profession after graduation. For those who have entered teaching, it allows a glimpse of their thoughts and experiences during their first year of teaching.

II. Research Context and Rationale

A. BACKGROUND

There has been a good deal of discussion and concern about teacher education and teacher supply and demand issues over the past several years in Ontario and other jurisdictions in Canada and beyond. Despite this attention, there is a relative paucity of research bearing on either the overall issues or any of the relevant factors, situations and questions that sustain our interest in the matter.

We know little about such matters as why teacher education candidates choose to become teachers and how well their programs serve them in obtaining and subsequently enjoying their chosen profession. We have no recent textured information about hiring patterns nor do we have knowledge about those graduates who choose not to enter teaching or those teachers who leave after having begun their work. We know little of the early experiences of teachers or who nurtures them in their formative stages. In the words of Jacoby (1983), teaching has become a "de-cultured trade".

Moreover, the voices calling for reform in teacher education in Ontario and elsewhere have become louder and more plentiful in recent years (Andrews,

1984; Awender, 1986; Clifford, 1990; Fullan, Connelly and Watson, 1990; Ontario Teachers' Federation, 1985; Pitman, 1991; Schon, 1987; Smith, 1989a, b and c; Wideen and Holborn, 1986). The message urges rethinking rather than simply reworking our present system. As Fullan, Connelly and Watson (1990) wrote, "it is the overall countenance of teacher education rather than any one of its parts that needs reform" (p. 58). While we have heard much about what is needed from administrators and academics, there is little in the literature about what the recipients of teacher education programs, the students themselves, think. From that point of view, this study offers a rare opportunity to begin to explore that valuable facet of knowledge.

Comparatively speaking, teachers in Ontario enjoy a relatively high status on the world scene as well as favorable working conditions which in turn result in a demand for teacher education that far outweighs the opportunities. Recent research (Darling-Hammond, 1984; Pajakowski, 1984; Smith, 1988) indicates that Ontario is unique not only in having people clamour for admission to teacher education institutions, but also in the high calibre of the overall pool of the prospective candidates. In a democratic society, the ethical aspect of turning away thousands of qualified applicants from their chosen profession must, of necessity, weigh very heavily on Ontario's shoulders. At times, it considerably dims the joy we can feel in having achieved an attractive profession in teaching especially in comparison with larger, more developed countries such as the United States. In fact, this embarrassment of riches which sets Ontario apart from other jurisdictions presents a moral dilemma which begs many important questions about such matters as teacher education selection and admission policies, pre-education and counselling, the pre-service

program and practicum of our teacher education institutions and the hiring practices of school boards.

The complexities of our present era of supply and demand enormously complicate the overall picture in teacher education and our ability as a province to plan effectively and with precision. An expected 20-year cycle of demand for teachers from 1988-2008 that was forecast in several jurisdictions (Alberta Education, 1989; Darling-Hammond, 1984; Pajakowski, 1984; Smith, 1989) materialized only briefly before North America was swept by a lengthy and unexpected recession which has drastically altered many of the factors on which projections were predicated. It remains to be seen whether this situation has temporarily suspended predictions of the 1980s or permanently changed conditions for the long-term future.

In addition, there are many distinct peculiarities in our present era of teacher supply and demand. Strong regional, intra-regional, division level, language, and separate/public system variations complicate the pattern dramatically. Some boards have experienced decline in whole or in part; others remain constant in enrollment and teaching staff overall. As a result of economic, social and other forces, greater demand is normally felt in urban areas, particularly in the Greater Metropolitan Toronto area. This uneven and varied set of circumstances makes the lessons learned from the last cycle of demand difficult to apply. The previous period (from the late 1940s to the late 1960s) differed markedly from the present one in its overall intensity and character. Since it was much more generalized and predictable in nature, it was also more amenable to management through planning.

The previous demand was caused most predominantly by the overwhelming increase in the birth rate or the "baby boom" and in immigration in the 20-year period that followed World War II. By comparison, whatever present demand we experience is caused by several factors such as the echo effect of the retirements of the teachers hired during the late 1940s to the late 1960s, enrollment increases caused by a slightly higher birth rate, increased immigration, in-migration to Ontario, and program and policy changes.

In addition to these factors, it is reported that many school boards seek to recruit teachers from various ethnic backgrounds especially from amongst visible minorities, male teachers in elementary grades, female teachers in secondary school mathematics and sciences, Catholic teachers for boards with a Catholic only hiring policy or teachers with native-like ability in French. In this context, one wonders how much involuntary unemployment exists amongst qualified candidates who have none of the special features which are sought by boards in order to address their various social and policy concerns.

From an economic point of view, much is heard about the extent to which the high cost of housing and general cost of living in Metropolitan Toronto and other urban areas acts as a serious deterrent to the effective recruitment and retention of teachers. In a reversal of an almost two hundred year old trend that began during the Industrial Revolution, quality of life concerns have also begun to militate against attracting young adults to relocate or remain in large urban centres.

While it is known that in 1989-1990 approximately 15-20 per cent of Ontario's teacher education graduates were not employed overall, Ministry data (1990)

show the use of unqualified teachers in some areas of the province or in particular programs such as French-language classes (especially French immersion programs in English-language school boards), and Intermediate/Senior subjects such as mathematics and sciences along with surpluses or no further demand for qualified teachers in other geographic and subject areas. Of course, this situation inevitably raises questions about whether it is possible through planning to better match needs in school boards with admissions to teacher education programs.

B. FRENCH-LANGUAGE EDUCATION

There is much evidence that French-language education in Ontario has emerged over the past several years as one of the most critical issues in the educational community. The difficulties pervade both French-language school boards and English-language school boards, the latter through their French second language classes, particularly in immersion programs. Boards across Ontario have expressed a need for a larger pool of better qualified teachers at all levels, but particularly for the primary and junior divisions. In recent years many boards have reported the use of some unqualified teachers on Temporary Letters of Approval who normally hold basic teacher certification, but may not hold a required Ontario Ministry Additional Qualification such as French as a Second Language, Part 1 or may not be qualified in the division of employment (e.g., a teacher with secondary school background teaching in the primary division) or the specific subject area. Indeed, in a fall 1988 school board staffing survey done in Ontario (Smith, 1989a & b), French was by far the most frequently identified area for which unqualified teachers had been hired or in

which there were mismatches between teachers and their teaching assignments.

In recent years, it has not been uncommon in English-language, urban boards with heavy growth in immersion programs to find that 20 to 30 per cent of all elementary hiring done in a given year is for teaching in French. For example, in 1988 one board hired 120 teachers for the elementary level with 42 of them for French programs (Smith, 1989a & b). Exacerbating the strong need in this area appears to be the high turnover of French teachers which has been reported by many boards as an additional cause of pressure. In the late 1980s, some boards reported that up to half of their losses (departures for all reasons other than retirement) were in the area of French. Reasons offered most frequently included such factors as resignation for family reasons, to take a position or promotion with another board, to return to province of origin or working conditions.

It is reported by school board personnel that working conditions (teaching in portables, itinerant scheduling, parent pressure and so on) for teachers of French programs in English-language school boards are considered poor and serve to contribute in a major way to the high losses and turnover of such staff described herein. As a result, some teachers choose to take teaching positions other than those in French, with the same boards, but where conditions represent an improvement. Recent Ontario Ministry of Education data (1989) show that a sizeable number of teachers certificated in French do not teach in the area. It has been suggested that a serious drain-off of French teachers occurs from French-language boards to French programs in English-language boards to regular programs in English-language boards. Such a cycle

or chain of events could represent an enormous loss of French teachers for Ontario.

Not only does there appear to be competition for French teachers amongst boards in Ontario, but between Ontario and other provinces as well. For example, at least five other provinces or territories in Canada have a higher rate of student participation in French immersion than that of Ontario (Statistics Canada, 1986). However, there are also signs that the difficulty has lessened somewhat since 1990. The substantial annual increases seen in French immersion participation that caused Ontario to accelerate from a rate of 2.7 per cent to 7.8 per cent between 1980 and 1990 appear to be levelling off.

At a glance, based on numbers, it appears that supply of and demand for French-speaking teachers should be roughly in balance, and yet a disparity appears to exist. Ministry data (1989) show that more than 50 per cent of our supply of French-language teachers may be recruited from outside of Ontario. For the purpose of this study, the researchers examined French first language teacher education which is offered by the Faculty of Education at the University of Ottawa, and includes satellite programs such as the ones housed initially in Barrie and then in Mississauga during the course of the study, and by the School of Education at Laurentian University in Sudbury. The 1990-1991 graduating cohort of 417 students from these institutions were treated separately from their anglophone counterparts in the other eight universities in order to investigate several trends and problems which seem to be in evidence and specific to the francophone situation.

The size and dispersion of French first language schools in Ontario, general demographic information and other political pressures and special difficulties were particular points of interest noted at the outset. An important question that the study considered is whether the hiring rate of Franco-Ontarians is reduced by the desire of many to reside mainly in larger urban centres, and whether this factor delays hiring or militates against it altogether for some people.

However, French first language education also needs to be examined in the overall context of French-language education, because there appears to be a powerful dynamic between French first language education and French second language education housed in English-language school boards which impacts heavily on the supply of and demand for French-speaking teachers. Questions pursued in this regard included: What percentage of the teacher education graduates from Ottawa and Laurentian take employment in French programs in English-language school boards rather than in French-language boards in order to remain in an urban setting? What is the level of satisfaction with teaching in these situations? How does this affect the supply of teachers available to francophone schools? These questions which are particular to French-language education require much specialized attention in order to discover information which can, in future, generate viable solutions.

III. Survey Process and Rates of Return

Central to this study was a longitudinal survey process that took place in three stages over a period of two years. The subjects, the 1991 teacher education graduates, were tracked from their student days in Ontario's teacher education institutions until they had commenced their second year of teaching or other activity.

A. Survey 1 — January, 1991

Survey 1 (see Appendix B and C) was administered to all students during the winter/spring term prior to their June, 1991 graduation. Most surveys were completed in February and March. With the co-operation of their teacher education institutions, the survey was conducted in class.

While there are only nine English-language and two French-language programs, large faculties have classes which are held every day of the week and are often conducted on several sites or campuses. For example, at one university, students had to be surveyed on 10 different campuses, including school board-based sites, in order to include the whole graduating cohort for that institution. At another faculty, students were distributed across 25 different divisional levels and/or subject programs which had to be treated

separately, because their very large overall enrolment militated against having them join together easily in any one common class or meeting place.

In order to manage the survey process the principal investigators worked directly with co-ordinating individuals in each faculty, nominated by their respective deans, to carry out the co-ordination and administration that was required. The high calibre of assistance that was enjoyed by the researchers was crucial to introducing and establishing the importance of the project with the students, and to allowing for the subsequent high rates of return.

The overall rate of return from the 5,497 graduating teacher education students for survey 1 (see Table 1) was 65 per cent. The English-language cohort of 5,080 individuals returned 3,197 or 63 per cent of their questionnaires, and the 417 French-language candidates completed 368 surveys for a rate of 88 per cent.

TABLE 1
RATE OF RETURN FROM
TEACHER EDUCATION GRADUATES

SURVEY 1	ENROLMENT	RETURNED SURVEYS	%RETURN
English-language	5,080	3,197	63%
French-language	417	368	88%
Total	5,497	3,565	65%

B. Survey 2 — September, 1991

The second phase of the data collection was done through a survey mailed directly to the permanent addresses of teacher education graduates at the beginning of October 1991. The timing was chosen to take into account the significant amount of hiring of new graduates that is often done by school boards up until the end of September each year.

The questionnaire which was sent to English-language and French-language graduates (see Appendix D and E) sought to find information about both entrants and non-entrants to teaching. The sets of questions dealt with type of employment, job search strategies, the relationship between the type of employment and their teaching qualifications, the location of employment, type of employing board and reasons and perceptions of non-entrants for not seeking employment or not successfully obtaining it.

Although permanent home addresses had been obtained from 65 per cent of the subjects through the completion of the first in-class survey before candidates had graduated, the teacher education institutions greatly facilitated this stage of the research by also providing access to their computerized mailing labels. In one case where labels could not be released by university regulation, the dean's office arranged to have its staff affix mailing labels to survey packages and to complete the mailing process on behalf of the researchers.

The survey package mailed to the teacher education graduates contained a cover letter and the second survey as shown in Appendix D and E as well as a postage-paid, self addressed return envelope to the researchers. Second

requests and selected follow-up of non-respondents and "address unknown, moved or not able to deliver" returns were done in November, 1991. Responses from both the first and second requests continued to be received up to March 1992, although the bulk of them were returned by December, 1991.

The overall rate of return (see Table 2) for recipients of survey 2 was 65.3 per cent; 298 English-language and 30 French-language surveys could not be delivered because of invalid addresses. The response rate from the 4,782 English-language recipients was 65 per cent, and from the 387 French-language recipients, it was 78.6 per cent. Using the total 1990-1991 enrolment as the basis of calculation, the rate of return was 61.4 per cent overall, and 60.4 per cent and 73 per cent respectively for the English and French sectors.

TABLE 2
RATE OF RETURN FROM
TEACHER EDUCATION GRADUATES

SURVEY 2	ENROLMENT	RETURNED SURVEYS	% RETURN
English-language	5,080	3,069	60.4%*
French-language	417	304	73%*
Total	5,497	3,565	61.4%*

* **Note:** For Survey 2, 298 English-language surveys which could not be delivered because of invalid addresses are included in the total enrolment of 5,080. Therefore, the response rate for actual recipients of the survey is 65%. In addition, 30 such cases are included in the French-language total, making the response rate for actual recipients 78.6% and the overall response rate, 65.3%.

C. Survey 3 — September, 1992

The third phase of the data collection was completed through a survey (see Appendix F and G) mailed directly to the permanent addresses of respondents to the second survey at the end of September, 1992. Once again, the timing of this survey was set to coincide with the finalization of school board hiring in the early fall.

For those participants who were employed full-time in 1991-1992, this point was also significant in that they were beginning their second year of teaching and were able to reflect back on the experiences of their first year in the profession. It also provided an opportunity to see whether those respondents who declared themselves as not fully employed in teaching in 1991 had successfully gained employment in the meantime or were engaged in other activity on a relatively permanent basis.

This stage was not intended to be a total population survey. However, the French-language respondents were deemed to be a sufficiently small group to merit extra attention in order to obtain response rates in various categories which would be large enough to be statistically meaningful. For the English-language cohort which is substantial in size, a 40 per cent random sample of all respondents in each group who declared themselves to be employed full-time in teaching was selected. In addition to this stratified, random sample of fully employed respondents, 100 per cent of all participants who did not obtain full-time employment in teaching was surveyed for similar reasons to the use of the full French-language cohort. This group included respondents who reported that they were engaged in part-time or supply teaching, not employed at all, completing further studies or employed in other professions and occupations.

The overall rate of return (see Table 3) for actual recipients of survey 3 was 63.2 per cent; 117 English-language and 26 French-language surveys could not be delivered because of invalid addresses. The response rate from the 1721 English-language recipients was 65.4 per cent, and from the 391 French-language recipients, it was 53.2 per cent. Using the total 1990-1991 enrolment for the French-language subjects and the full population sample for the English-language group as the bases of calculation, the rate of return was 59.2 per cent overall, and 61.3 per cent and 50 per cent respectively for the English and French sectors.

The overall favourable rates of return at each survey stage are sufficient to allow for at least a 95 per cent degree of confidence in the findings as a whole. In addition, the rate of return from each faculty of education was at a level which allows a similarly high degree of confidence on an institution by institution basis. For example, individual institutional rates of return based on the total number of registrants ranged from a low of 49 per cent to a high of 87 per cent of their respective cohorts on survey 1; from a low of 57.3 per cent to a high of 73.2 per cent of their respective cohorts on survey 2.

Responses to the second and third surveys which were mailed were returned by the graduates predominantly from various communities across Ontario. However, three per cent of the responses were received from seven other Canadian provinces and one territory and from foreign countries such as the United States, England, Hong Kong, Japan, France, Kuwait, Bermuda, Columbia and Malaysia. Obviously, many individuals went to extra trouble and personal expense in their efforts to respond. In some cases, the survey of

graduates who were travelling abroad were also completed and returned on their behalf by parents.

TABLE 3
RATE OF RETURN FROM
TEACHER EDUCATION GRADUATES

SURVEY 3	SAMPLE POPULATION	RETURNED SURVEYS	% RETURN
English-language	1,838	1,126	61.3%*
French-language	417	208	50%*
Total	2,255	1,334	59.2%*

* **Note:** For Survey 3, 117 English-language surveys which could not be delivered because of invalid addresses are included in the total population sample of 1,838. Therefore, the response rate for actual recipients of the survey is 65.4%. In addition, 26 such cases are included in the French-language total, making the response rate for actual recipients 53.2% and the overall response rate, **63.2%**.

In any large scale study of this sort, questions have to be asked about those who do not respond. The overall return rate in excess of 60 per cent obtained in this research including two total population surveys is, comparatively

speaking, very high. Statistically, it allows for a 95 per cent degree of confidence in findings. However, it still begs the question of whether the more than one-third of the population who did not respond are well represented by the majority who provided data.

On one hand, it might be speculated that they are non-entrants who were unreachable, disinterested or embarrassed about their lack of success. On the other hand, it might be argued that they are engaged in teaching and are too occupied to respond or have re-located for employment purposes and the researchers' address information is not longer valid. Since such people normally move to upgrade accommodation, to leave their parental home or to take employment in teaching elsewhere, invalid addressees are at least as likely to be entrants as non-entrants. The survey design also attempted to mitigate the effect of missing non-entrants by offering to keep a file of their names for employment purposes. Finally, the non-respondents would have to be very heavily weighted to one side or the other of the entry question in order to substantially alter the overall conclusions.

Further, a check was done with one particular teacher education institution that keeps careful employment records of its graduates and it was found that the rate of entrants and non-entrants obtained for their respondents to this study was almost identical to their records for their total population of 1990-1991 graduates. This check is a useful form of independent confirmation that respondents in this study were representative of the overall population.

IV. Relevant Background Literature

Based on a review of the literature, several different observations, topics and themes emerged as relevant and useful avenues of exploration which provided background for this research.

A. STATE OF THE LITERATURE

At the outset, the real dearth of highly relevant literature bearing on the study at hand was noted. In comparison with many other areas, this field of research appears to have been very neglected. There is only a small amount of literature from Canada, the United States and Britain which is of a reasonably relevant nature. What little research is available also tends not to be found in formal publications such as refereed journals and published monographs. Rather, literature that gives statistical information about non-entrants to teaching and other professions is usually found in the form of individual institutional studies or research reports such as those from Michigan and Ohio State Universities and the Universities of Lethbridge, Alberta and Regina, Saskatchewan.

Government studies giving descriptive statistics for a particular state or province such as those which were used from Ontario, Tennessee and

Pennsylvania are another source from which data have been drawn. In some cases, personal contact with civil servants in other provincial ministries of education and with other professional organizations uncovered data that were not otherwise available in a public way.

As Williams (1979, p. 92) laments in his international review of teacher supply and demand literature, "there is often no record of the number of newly trained teachers who actually take up their assignments". Chapman (1986) in considering teacher entry and retention to the profession referred to the body of literature available as having no comprehensive models or theories and as lacking in cumulative impact.

On the paucity of relevant and sound research, it might be speculated that "waste" is not as likely to be noticed in times of surplus. Thus when one thinks of the past two decades, the typical time period from which a literature review might draw its resources, the oversupply of teachers in Ontario from the late 1960s to the late 1980s comes to mind (Smith, 1989). During that period, would any researchers have been preoccupied with the question of the number of non-entrants to teaching or early leavers from teacher education institutions? Indeed, these phenomena might have been met with some relief during the most trying times. On the other hand, for reasons of differing economic, social and demographic conditions and patterns of development, it cannot be assumed that all jurisdictions, even within Canada, felt the same severity of teacher oversupply that was experienced by Ontario.

It is also known that more rational types of planning such as manpower forecasting have fallen somewhat out of fashion in educational planning circles since the heyday in the late 1950s and 1960s (Carlson & Awkerman, 1990; Williams 1979). The reasons for the declining fortunes of the technique include lack of success with manpower forecasts in practice, theoretical challenges and criticisms. Moreover, there was a loss of political impetus and motivation to use it to economically justify educational expansion for social and political reasons during the periods of non-growth which began in the late 1970s.

Finally, more attention has been given to issues of retention and attrition from the actual teaching force rather than prior to the time candidates have joined it, and to more sociological considerations of the characteristics of teachers, their career choices and the culture of teaching. Since much of that literature is relevant, important and useful to the study at hand, and relatively speaking, of better quality, it was considered along with the more strictly statistical material on occupational concentration ratios to which reference has already been made.

Given the lack of literature and the dispersion of the information required for this study, a variety of different search strategies were employed to identify and seek relevant literature. Numerous ERIC searches using different key descriptors were undertaken. A review of the past decade was done for the publications of the key abstracting and indexing services (the *Canadian Education Index*, the *Education Index*, and the *Current Index to Journals of Education*), and of key journals such as the *Journal of Teacher Education*, the *Canadian Journal of Education* and the *Occupational Outlook Quarterly*.

As well contact was established with representatives of Statistics Canada, the Ontario College of Nurses, the Ontario Medical Association, and the Law Society of Upper Canada to identify and obtain whatever relevant data they had available.

The studies that were chosen for inclusion in this overview of the literature have facilitated and helped to guide research in the initial stages of this endeavour. Further, they appear to be the most relevant and useful which are readily available and representative of the literature in the field.

B. STATISTICAL STUDIES OF ENTRY RATES TO TEACHING AND OTHER PROFESSIONS

For a variety of reasons to be noted, one must be very cautious about making any generalizations concerning the entry rates of graduates into the professions from the literature that is available. Indeed, given the dearth of Canadian studies that employ categories which are appropriate for our purposes, it is often difficult to even identify particularities let alone general patterns.

One overall source of relevant data for Canada is Statistics Canada. The most recent published material concerns the university and community college graduates of the class of 1982 across Canada (Akyeampong, 1990). As Akyeampong (p.56-57) notes:

The notion of field of study/job match is complex and often difficult to measure. Occupational concentration ratios — that is, the proportion of graduates from a field of specialization directly employed in that field — may provide a partial answer. It cannot give us the whole answer because while some fields, such as education, are directly linked to certain occupations (such as teaching), other specializations such as fine arts and humanities, can be widely applied across occupations. To circumvent this problem, researchers often measure the connection between the two through self-assessment evaluations, that is, the degree to which graduates perceive their jobs as matching their educational specializations. The 1984 and 1987 follow-up surveys provided occupational concentration ratios and self-assessment indexes that showed a high degree of connection between a graduate's field of study and his or her subsequent job.

1. ENTRY RATES TO TEACHING IN CANADA

Akyeampong reports that about 72 per cent of the education graduates overall in Canada were employed in teaching two years following graduation. No information is provided with regard to such areas as employment in teaching within the first year of graduation, whether employment is full or part-time, or whether employment is in publicly funded schools. Data are also not provided in any detailed fashion for education graduates with respect to job satisfaction or self assessment. In general, however, these data indicate that in the mid 1980s across Canada at least 28 per cent (and probably considerably more) of the graduates in Education did not enter full-time teaching in publicly funded schools in Canada.

Several institutional studies (see, for example, Greene and Lahti, 1984, University of Lethbridge, in Alberta; Narang, 1985, University of Regina in

Saskatchewan) suggest that during the past decade about two-thirds of Education graduates obtained positions in teaching. Narang (1985) also indicates that 30 per cent of Education graduates did not enter or had left teaching within a few years of graduation. Again, the issues of full versus part-time or public versus private school employment are not addressed explicitly.

Contact was made with Ministry of Education officials in various provinces who generally indicated that relevant data on entry had either not been collected or was not readily available in a single source or document. Information provided by officials in Alberta indicated that there has been a steady decline in the proportions of Education graduates who do not seek their first interim certificate — from about one quarter in the mid 1980s to about one tenth in the late 1980s. This additional step of individually applying for and being granted teaching certification after receipt of a bachelor's degree differs from Ontario's more automatic and permanent issuance upon graduation. It is also not synonymous with seeking employment in teaching.

More direct data on the employment issue will be derived from a recent, still unpublished study of the employment of graduates of Alberta institutions. For the 1990 graduates it was found that about 67 per cent of those receiving their first interim certification or *only about 50 per cent of those graduating in Education were teaching, most on a full-time basis.*

Similar telephone contact was made with the British Columbia Ministry of Education. Since that Ministry did not have relevant statistics, a referral was made to the Ministry of Advanced Education where it was found that statistics

were kept for the community college system, but that they had not been able to obtain similar information from their universities. One piece of relevant data for graduates of nursing from the colleges showed that in 1990 they had a 35 per cent response rate to a survey which indicated that 80 per cent reported being employed in a related position.

In Ontario, the Ministry of Colleges and Universities has conducted a series of studies every several years concerning the employment status of the graduates of its universities. However, the categories and analysis do not coincide well with the needs of the present study. For example, in the study of the 1979 graduates it is reported that 70 per cent of the graduates of programs in Education and Recreation who are employed are working in teaching or the sports sector. Unfortunately, Education is not considered separately and more exact information on employment status is not provided. In the study of the 1985 graduating class 73 per cent of the Education, Recreation and Leisure and Physical Education programs are reported to have full-time teaching or related positions (Denton, *et al.*, 1987).

The Ontario Ministry of Education has also conducted research studies or collected data at several points throughout the 1980s. The criteria of full-time teaching in publicly funded schools are used. Rates have increased as follows: 38 per cent in 1983 (Atkinson and Sussman, 1986); 50 per cent in 1986 (Ministry of Education); over 70 per cent in 1988 (Smith, 1989) and 80-85 per cent in 1989 and 1990 (Ministry of Education).

2. ENTRY RATES TO OTHER PROFESSIONS IN CANADA

With regard to other professions in Canada, there appears to be little firm data as well. The Statistics Canada report on Canadian graduates (Akyeampong, 1990) which reported that 72 per cent of the education graduates were employed in education in the mid 1980s, indicates that about 70 per cent of the engineering graduates were in natural science and engineering jobs. The strongest reported linkage is in the health sciences (doctors and nurses). Two years following graduation, about 85 per cent of the employed university graduates specializing in health sciences were in medical and health occupations. Five years after graduation, 94 per cent of the health sciences graduates confirmed that there was a connection between their educational background and their job.

In the Ontario report on the 1985 graduates of Ontario universities (Denton, et al, 1987), the only sectors on which it would appear possible to discern data comparable to Education are health sciences, engineering and applied sciences. It is reported that 92.3 per cent of the graduates of health programs are employed full-time in medicine and health-related occupations and 83.4 per cent of engineering and applied science graduates in natural sciences, engineering and mathematics. These figures compare with 73.2 per cent reported for Education majors in teaching or related positions. Obviously, it may be the case that broader or looser criteria both for the major field and for the occupations are being utilized in health and engineering such that strict comparisons are difficult.

In general, in order to expand the Canadian data base, contacts have been initiated with representatives of professional associations, ministries in other provinces and Statistics Canada to further identify and analyze existing data in terms of the categories of this study to facilitate their relevance and comparison for our purposes.

3. ENTRY RATES TO TEACHING IN THE UNITED STATES

With regard to data concerning the United States, Porter (1989) provides perhaps the most useful and comprehensive data. Her report analyzes responses received from a large-scale example (N=15,088) of Bachelor's degree recipients to the 1987 *Recent College Graduates Survey*. The study sought to determine the employment status as of April, 1987 of the Spring, 1986 cohort of graduates in the United States.

Of those who graduated with degrees in Education, 66 per cent reported being employed in Education. Of these, 77 per cent were employed full-time and 15 per cent part-time. In effect the 50.1 per cent of the respondents with Education degrees were employed full-time as educators. Unfortunately, no distinction is reported with regard to employment in public or private schools.

Another large-scale American study, conducted under the auspices of the Carnegie Foundation (1987), reported that 68 per cent of the 1984 graduates eligible to teach were doing so in the year following graduation. Since this figure includes those who are also employed on a part-time basis, it is not necessarily grossly inconsistent with the 50.1 per cent figure reported in the Porter study. Improvement in the employment market for teachers between

1985 and 1987 may also account for some of the difference. Again, no differentiation between employment in public and private schools is presented.

Similar proportions of 40-50 per cent of the graduates in Education in the middle to latter part of the 1980s who do not obtain full-time teaching positions within the year after their graduation are reported in studies of the graduates of particular institutions or within a particular state (see Boser, 1989; Duvall, 1985; Oregon State System of Higher Education, 1985; Pennsylvania State Department of Education, 1989; and Sheetz and Gardner, 1989). For the period of the mid 1970s to early 1980s (probably the height of teacher surplus in North America), studies suggest that approximately two-thirds of the Education graduates did not obtain employment in teaching (see Bull 1985; Boser, 1989; Lehr, 1982; and Loadman and Holcomb, 1983). This corresponds well to the 1983 figure cited above for Ontario.

It is of interest to note that, in exploring this field, a number of other salient findings emerged. Several longitudinal or retrospective studies indicate that approximately one quarter of the Education graduates in the United States never take a teaching position, even on a part-time basis (Boser, 1989; Chapman and Green, 1986; and Heyns, 1988). These studies suggest the importance of tracing the careers of teachers over a longer time period. A significant portion of candidates who do not obtain full-time positions in their first year after graduation appear to do so subsequently.

Even more striking is the finding concerning teacher attrition or retention that within five years of graduation approximately one half of those employed have

left teaching. However, about one third of them do return (Benton, 1985; Chapman and Green, 1986; Heyns, 1988; and Murnane, *et al.*, 1989). In one of the more sophisticated studies of a particular state, North Carolina, Murnane, *et al.* (1989) found that 26 per cent of secondary school teachers and 14 per cent of elementary school teachers left teaching after their second year of employment.

C. METHODOLOGICAL FEATURES, LIMITATIONS AND QUESTIONS ABOUT PRESENT STATISTICAL LITERATURE

With regard to response rate, most of these studies acknowledge the difficulty of locating individuals subsequent to graduation. With vigorous, sustained efforts to follow-up with non-respondents, almost all studies report a response rate in the 45-60 per cent range, with one (Duvall, 1985) at the 39 per cent level. In the case of individual institutional studies, even in-house response rates did not exceed approximately 60 per cent.

It is striking in these studies that there is no commentary on the issue of whether the remaining 40 to 50 per cent of candidates who have not responded are more or less likely to be employed in teaching. One might speculate that a significant portion of the non-respondents have moved from the jurisdiction, perhaps to return to a home base or undertake employment elsewhere. That would certainly appear to be the case with the Alberta data where it is generally thought by Ministry of Education personnel that as many as 20 per cent of the graduates were from Ontario and had returned to teach in their

home province. On the other hand, it is generally thought that the unemployed or those in full-time student status are less likely to respond. In short, there do not appear to be firm grounds for arguing for or against the representativeness of the sample of respondents.

A number of other concerns could be raised about most of the studies reviewed and the state of the literature in general. Most merely present descriptive statistics and do not nest their work in a broader theoretical and analytical context. There is little effort to get at underlying causes. It is rare to find a study which seeks to be comparative, either with other jurisdictions, professions or time periods. As a body of literature, it is lacking in overall coherence. There is little commonality of approach. Studies are conducted at different points following graduation, using different categories of employment, and with relatively little systematic sensitivity to distinctions among full-time versus part-time private employers.

Finally, it would appear important to maintain the distinction between studies in Canada as distinct from those of the United States or other jurisdictions. Indeed, one should always be cautious about generalizing even from other provinces within Canada given the varying economics and social milieus.

D. LITERATURE ON FACTORS INFLUENCING ENTRY, NON ENTRY ATTRITION AND RETENTION FROM TEACHING AND OTHER PROFESSIONS

Some qualitative and quantitative studies mainly in the form of journal articles and chapters in books were identified, which go beyond entry rates to give a more textured understanding of the reasons and factors which may influence

why people choose a profession such as teaching and whether they will enter and remain in it. In this small body of literature both personal and individual reasons and circumstances emanating from the subjects studied and their life situations as well as external or structural factors such as market and employment climate are explored.

In addition, a small amount of research has been conducted on whether there are differences in situational, personal, academic and program characteristics of those who become career teachers and those who leave the profession. Even though most of this information is not plentiful or terribly clear and conclusive, it sheds light on some valuable aspects for future research which may prove illuminating for the purposes of selection of teacher education candidates and the review of teacher education programs.

While the information gleaned from these publications will be useful as background to this study and is of a somewhat better quality than the body of literature pertaining to statistics on professional concentration ratios, it is nevertheless meagre in comparison with most other fields of study within education. This view is shared by Violato and Travis (1990, p. 278) based on their research:

Lortie's opinion that "we know next to nothing about the flow of people into teaching" (1973, p. 486) is nearly as true today as it was 15 years ago (Feiman-Nemser and Fladen, 1986). Empirical evidence about background, habits, and outlook of entrants to teaching is very limited and narrow (Lortie, 1986; Schalack, 1979). In Canada, little has been added to our first papers on this topic (Travis, 1979b, 1983; Travis and Violato, 1981; 1985).

Teaching has become what Jacoby (1983) calls "a de-cultured trade" (p. 160).

It should also be noted that there are very few studies that have been done on entry and non-entry rates and explanations as compared to attrition and retention of teachers after they have joined the profession. Most occupational concentration ratio research, other than strictly statistical listings, is also conducted long after graduation and with small samples of graduates over a period of time up to a decade (see, for example, Green and Lahti, 1986) or after a decade has elapsed (see, for example, Violato and Travis 1990) rather than for the cohort of graduates of a single year immediately following graduation. Certainly, there is nothing available that is at all comparable with the study at hand. The closest example is a British study by Cook (1987), yet it still differs greatly, and is only concerned with job search strategies and ways of explaining why graduates did not obtain employment within two years of graduation but not with the rates of entry. Even taking the retention studies into account and including other professions, there are only a few that combine both entry rates and explanations within the same research study (see, for example, Benton, 1985; Green and Lahti, 1986).

1. FACTORS AND EXPLANATIONS FOR NON-ENTRY OF TEACHER EDUCATION CANDIDATES AND NEW GRADUATES

Masland and Williams (1983, p. 6) state that studies "indicate that 90 per cent of teacher graduates who are not teaching have opted out of the field because they did not want to teach, not because of an unfavourable job market." This belief was supported in studies conducted by Bogad (1983) and Martin (1990), but Cook (1987) indicated that various combinations of structural and personal factors interacted to cause differing outcomes.

Bogad (1983) interviewed students from the University of California at Santa Barbara who had decided not to enter teaching after completion of their pre-service education programs to try to understand the unsuccessful recruitment and socialization processes involved in her subjects becoming "statistical drop-outs". The decision not to teach was seen by all interviewees (23 in the first year of study and 15 in the second year) as an "inner directed" one and individual reasons given for all decisions were based on value conflicts. Three categories of reasons emerged in this study: (1) attractive career alternatives; (2) basic value conflict with the orientation of the profession; and (3) hesitancy to set up an adult life structure.

The paper by Martin describes the case of a single female student in Ohio who experienced difficulty in classroom management during teacher preparation. In spite of extra support from personnel in her teacher education program and a passing grade, she decided not to pursue teaching because of her own lack of satisfaction with her ability to teach.

The research by Cook (1987) in England and Wales focussed on job search strategies of 1100 newly trained graduate teachers and the relevance of their main teaching subject, region of residence, commitment to teaching and desired type or level of school. It was found that an expressed high commitment to teaching during teacher training correlated positively with persisting in seeking employment in teaching even in difficult circumstances and that women in primary teaching were over-represented in this category. Respondents with a low initial commitment to teaching were most apt to be in the group of people who had not obtained employment in teaching and were no longer interested in

doing so. Men, particularly with science backgrounds, and relatively young students (22 and 23 years old) were over-represented in this group.

Graduates who were unemployed but still seeking work in teaching tended to have a high commitment to teaching but were limited by residing in an area where there was less demand for teachers and by a lack of willingness to relocate. These people were more apt to be females who wished to be primary teachers. Graduates with "less good" degrees and those from non-university institutions were also over-represented in this group. Finally, there was some evidence that students with previous work experience were over-represented amongst those who were employed.

In a unique study of six different occupations, Benton (1985) examined individual and environmental characteristics which predicted occupational persistence or turnover in the three-year period after college graduation. Individual characteristics related to commitment and satisfaction were found to be most significant in differentiating between groups of persisters and dropouts in the social service occupations, teaching, nursing and social work, while external variables such as salary were most significant in determining turnover from the technical professions, computer sciences, engineering and accounting.

Finally, the study by Violato and Travis (1990) is of relevance since it looks at the expressed reasons for entry to a teacher education program given by 583 students at 10 different universities across Canada during three different academic years from 1977 to 1980. This research also gathered information about the students' socio-economic background, habits and outlooks to show

such things about the education students as conventional political and religious backgrounds, socio-economic status which was representative of the broader Canadian society, although more advantaged, and being mainly from parents who had not attended university.

The stated reasons were classified under five main themes: interpersonal, service, continuation, material benefits and time flexibility, and were similar to those found in earlier studies (see, for example, Lortie, 1975). Students ranked material and social benefits as second in importance after interpersonal reasons in the determination of their choice of career which made these aspects considerably more prominent than they had been for American counterparts in earlier studies. Violato and Travis speculate that American respondents might not have attached as much importance to such things because teacher salaries and benefits are comparatively much lower in the United States than in Canada. It was also noted that the men tended to come from a lower socio-economic background than the women in the study and attached even greater importance to material aspects.

E. LITERATURE ON TEACHER RETENTION AND ATTRITION

Issues of retention and attrition from the teaching force after people have already been hired into it are not a central focus of this research. Nevertheless, the body of literature on teacher retention and attrition is relevant in several ways and is more plentiful and sound. Often factors or explanations responsible for attrition from the profession bear a good deal of similarity to issues of attrition of teachers at the point of entry or have roots that can be

traced back to that time. Some of the research on teacher retention also gives a glimpse of candidates who were non-entrants several years after graduation or examines the reasons for entry of those who remain in teaching. Therefore, there is much in retention literature and sociological studies on the culture of teaching, such as the now classic one by Lortie (1975), which can inform a study on entrants and non-entrants to the profession.

Finally, the high rates of up to 50 per cent attrition reported in many studies (Murnane, 1988; Chapman, 1986; Greene and Lahti, 1986) make the amount of loss after entry appear considerably higher than for candidates just prior to or at the point of entry. Given the current projected need for teachers this problem may be equally worthy of attention.

Chapman (1983) developed a theoretical model grounded in social theory which was an application of Krumboltz's (1979) theory of career decision making to the teaching profession. The model suggests that teacher retention is a function of teachers' personal characteristics, educational preparation, initial commitment to teaching, quality of first teaching experience, professional and social integration into teaching, and external influences impinging on the teachers' career. These six factors influence career satisfaction, which, in turn, relates to teachers' decisions to remain in or leave teaching.

Chapman and Green (1986) tested Chapman's model of the influences on teacher retention by analyzing a survey completed by 892 teacher education graduates of the University of Michigan from 1963, 1967 and 1971. Respondents were classified into four groups according to whether they had taught continuously, intermittently, left teaching or never taught.

Nearly 50 per cent had never taught or had left teaching. They found that all variables in this model contributed significantly to the prediction of group membership. For example, those who had never taught had a low initial commitment to teaching as compared with all other groups. It was interesting to note that respondents who had never taught earned a higher salary than those who had taught continuously and had a similar level of career satisfaction. Those who taught continuously tended to be older, had a higher initial commitment to teaching, and reported a more positive first employment experience than those who had never taught. They also assigned the most importance to financial rewards and were more likely than other groups to believe that their educational experiences were well utilized in their employment.

In addition, Chapman and Green conclude from their findings that career patterns do not appear to be related to either teachers' academic achievement (determined by grade point averages) or respondents' ratings of the adequacy of their teacher education programs. In earlier research by Schlecty and Vance (1981), it was concluded that defectors were academically more able students, but Chapman and Green's research does not support this finding nor do the data of the Carnegie Foundation (1987) or Greene and Lahti (1986). Chapman and Green (1986, p. 277) make a particularly noteworthy comment on the situation of beginning teachers:

The results suggest that the attention administrators give to assuring the quality of professional life that new teachers experience can have long-term impacts on the career development of those teachers. This finding challenges a considerable amount of current practice, in which the newest teachers often receive the least desirable assignments and may have little contact with administrators during their first year.

In a 1983 survey of 177 education graduates between 1972 and 1983 from the University of Lethbridge, Greene and Lahti (1986) found that 30 per cent had left or never entered teaching, but that 50 per cent of those who left expressed an interest in returning. The findings suggested that women were more likely to leave teaching temporarily but that neither sex was more likely to leave permanently. This finding accords with Mark and Anderson's (1978) observation that the difference between the relative survival rates of men and women has decreased over time with women, now tending to leave teaching permanently at a much lower rate than in the past. Greene and Lahti note that the reasons for leaving did differ by sex: women cited staying at home for family reasons and men gave career or job changes as major reasons.

The academic abilities of teachers and non-teachers were found to be similar and personality differences accounted for only a small percentage of the variance between the groups. Measures of attitudes toward career success showed the teachers to be more concerned with salaries and autonomy and less with personal satisfaction and opportunities for advancement than those who had left or never entered teaching.

The research findings used for this review are not as clear and conclusive as is the case for many other areas of study within teacher education, and they do not form a coherent body of knowledge. Nevertheless, several themes or noteworthy points emerge from this review. Palpably, issues of retention after entry to the profession, especially within the first five years of graduation, and subsequent re-entry behaviour are also important issues in any examination of

the teaching force which seeks to understand and to maximize the potential of our teaching force.

F. REVIEW OF THE FRENCH-LANGUAGE LITERATURE

(A translated and edited version by L. Smith of a review done in French by Y. Herry and D. Levesque)

A review of the literature in French indicates that, in effect, a good number of new graduates do not choose teaching as a professional career. A study of the documentation of the past decade reveals an array of factors which are thought to be at the root of the problem. In addition to market conditions of the teaching profession in general, it appears that the nature and state of teacher education programs, the attractiveness of related professions, as well as personal and family circumstances are the dominant themes of the literature bearing on the particular situation of those who do not enter teaching after graduation.

1. AVAILABILITY OF TEACHING POSITIONS

In the late 1970s and the early to mid 1980s, a sizeable group of graduates not entering the teaching profession would have had less serious consequences for the schools of the province as a whole (Ontario Teachers' Federation, 1985). The market required fewer new teachers for English-language classes and the glut of teachers which accumulated rendered the phenomenon of non-entrants barely perceptible: these circumstances caused the topic not to be even an issue for discussion (Teacher Education Review Committee, 1988). However, in the case of the French-language education sector, the demand for teachers remained constant during that period and more recently has continued to

accelerate; this situation is particularly severe in certain regions of Ontario and in some areas or subjects of specialization (Canadian Association for French Language Education, 1990; Levesque, 1990).

Other research concurs with these findings. An overall study of teacher supply and demand in Ontario points out that the need for qualified French-language teachers far exceeds the availability of personnel, and that French-language instruction in both French as a first and second language classes may be the single most critical area of demand in the province (Smith, 1989). A recent research project has attempted to establish more specifically how supply and demand factors interact in the French-language schools, and to propose ways and means to respond to the identified needs (Levesque, Poirier and Brabant, 1991).

2. FRENCH LANGUAGE TEACHER EDUCATION AND TEACHING RESOURCES

The literature identifies pre-service teacher education programs as well as factors within or related to the students themselves as being equally important in precipitating or causing a loss of teacher education candidates and graduates from teaching. It is suggested that the organization of teacher education programs should be revised to make departure one of their important functions by facilitating the entry of graduates into the teaching profession through an internship opportunity (Canadian Association for French Language Education, 1989) or a period of induction (Teacher Education Review Committee, 1988).

Another source discusses the need to make teacher education and teaching more attractive to new recruits in order to retain them. A review of the whole

structure of teacher education and of all pre-service procedures, practicum, admission, placement, in-service education and the sharing of the responsibilities among key players such as faculties of education, school boards and government is felt to be necessary in order to stem the loss of teachers to other work environments (Quebec Conseil Supérieur, 1984).

The amount and kind of support offered through both human resources and teaching, and student materials is also identified in the literature as an important factor influencing the decision graduates make about whether to enter the profession. The deficiency of resources in this regard is thought to have an influence on recruitment to certain areas of teaching. It is indicated that the serious lack of pedagogical materials and sources of support in certain subjects does not present a very reassuring work environment (Herry, 1988).

It is also noted that large centres with a variety of resources and opportunities such as the availability of higher education in French are points of attraction for new graduates. Many graduates wait for openings in large centres and their surrounding areas rather than re-locating to teach in other settings where the demand is strong and positions are available (Frenette, 1987; Canadian Association for French Language Education, 1983).

The possibilities for employment offered by certain public and private services in Canada have also been identified as attractive alternatives which new graduates pursue. Training programs for national associations, sports and recreation, Olympic teams, language schools, consulting firms and social services are all organizations that recruit a number of newly trained teacher education graduates each year (Quebec Ministry of Education, 1990).

3. PERSONAL CIRCUMSTANCES AND PERCEPTIONS ABOUT TEACHER EDUCATION STUDENTS

Changing personal circumstances are discussed in the literature as deterrents to employment especially when it may involve re-location. It is noted that the growing number of mature candidates in teacher education, who are returning to work or changing careers, often have family circumstances which act as barriers in the search for employment. It has been found that the work of a spouse, the family's rootedness and the education of children often prevent re-location to centres where teaching positions are available. The record and history of recruitment and hiring for French language graduates clearly indicates the lack of mobility of many candidates when it comes time to accept employment. Many graduates choose occasional or part-time work rather than move to other settings where jobs are guaranteed (Levesque and Reid 1987 and 1989; Quebec Ministry of Education, 1990).

Perceptions about teacher education students especially in connection with the changing teaching environment are commented upon in some sources. It is thought that students may at times enter teacher education with an idealistic perception of the role of the teacher. Most candidates adjust, depending on their conception and change their expectations. Others leave during or after completion of their education programs to work in different careers. The transformation of the school population including the multicultural dimension, the integration of students with difficulties, the phenomena of drugs and abuse of all sorts often causes the new teacher to hesitate to accept a position, or even to refuse it (Ontario Teachers' Federation, 1985).

4. SELECTION OF CANDIDATES

Admission criteria for teacher education institutions which take account of the capacity of candidates to meet the varying needs and challenges of the schools of our society has been addressed. It is felt that a comprehensive process of admission in which ability, values and relevant experiences which help to meet the needs of the diverse student population will contribute to ensuring the presence of candidates best able to fill the positions in all regions of the province (Canadian Association for French Language Education, 1990; Smith, 1989).

V. The Teacher Education Class of 1990-1991

A. PERSONAL AND DEMOGRAPHIC DATA

Analysis of the data according to gender on the 3,565 respondents to the first survey shows that 74 per cent are female and 26 per cent are male. The French-language cohort, when separated from the total, is similar but with a slightly higher percentage of women (see Table 4). However, there is a good deal of variation across the different faculties of education. The percentage of males ranges from approximately 14 per cent in a couple of the institutions to 48 and 60 per cent in two other locations.

TABLE 4			
GENDER OF 1990-1991 TEACHER EDUCATION GRADUATES			
	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Female	74.08 %	76.5%	74.3%
Male	25.72%	23.5%	25.7%

Further, analysis of gender by division of training reveals that 82.2 per cent of the students enrolled in the Primary and Junior Division area of training were female and 17.8 per cent were male. For the Junior and Intermediate Divisions, the figures were 70 per cent female and 30 per cent male; the enrolment for the Intermediate and Senior Divisions was 40.4 per cent female and 59.6 per cent male. Separation of the French-language cohort (see Table 5) indicates an even higher proportion of women particularly at the Intermediate/Senior level.

TABLE 5

**ENROLMENT IN ONTARIO TEACHER EDUCATION INSTITUTIONS
IN 1990-1991 BY GENDER AND DIVISION OF STUDY**

Division of Study	English-Language Cohort		French-Language Cohort		Total	
	Female	Male	Female	Male	Female	Male
Primary/Junior	82%	18%	84%	16%	82.2%	17.8%
Junior/Intermediate	70%	30%	70%	30%	70%	30%
Intermediate/Senior	58%	42%	66%	34%	59.6%	40.4%
Technological Studies	40%	60%	Not Applicable		40%	60%

It is noteworthy that, despite efforts in recent years in many quarters to increase the number of men entering teaching in Ontario, especially at the

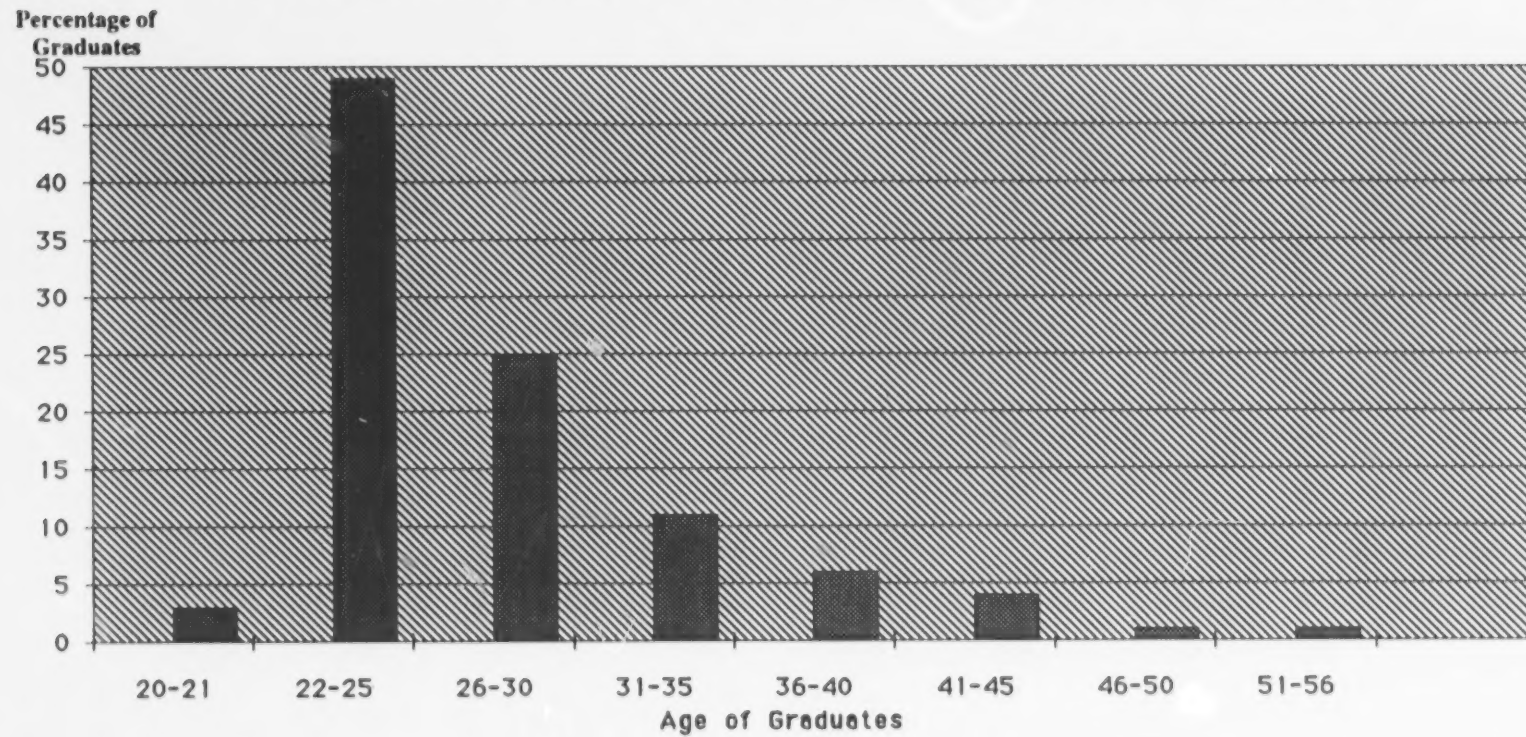
elementary level, the overall level has fallen from 29.2 per cent in 1988 (Smith, 1989a & b) to 25.7 per cent in 1991. However, there has been a small gain in males in the Primary and Junior divisions where the ratio of women to men has decreased from 9:1 in 1988 to 8:2 in comparison with the overall Canadian figure of 7:3 in 1991. Therefore, women have increased their numbers in the higher grades. At the Junior/Intermediate and Intermediate/Senior levels, the ratio of women to men has increased from 6.5:3.5 in 1988 to 7:3 in 1990 and from 5:4.5 in 1988 to 6:4 in 1990 respectively.

Analysis of the age profile of the teacher education cohort of 1990-1992 (see Table 6) shows an age range from 20 years to 56 years. However, more than 70 per cent of the total group fall in the 22 to 30 age range, with nearly 50 per cent in the 22 to 25 year range. Nevertheless, it is significant that 23 per cent of the group is over 30 years of age including 6 per cent who fall in the over 40 category.

A comparison of the English-language and French-language groups within the overall cohort reveals that the French-language group has a lower age profile. Their age range is 20 years to 52 years in comparison with the English-language range of 21 to 56 years. Moreover the mean or average age is 24 for the French-speaking cohort as opposed to 28 for the English-language one. In the French-language group, 6 per cent of the cohort fall in the 20 to 21 age bracket and 80 per cent overall in the 20 to 30 category; in comparison, the English-language group had one per cent in the 20 to 21 category and 73 per cent between the ages of 20 and 30.

TABLE 6

AGE PROFILE OF 1990-1991 TEACHER EDUCATION GRADUATES



In regard to marital or relationship status (see Table 7) 56 per cent of the overall group report that they are single. However, four per cent of this category said that they were "single but attached" and that the relationship was such that they would not consider doing anything which would adversely affect their status with the significant other person. Therefore, it was reported that re-location and other career and employment issues would only be decided after consideration with the partner in a similar manner to married couples.

Forty per cent of the group were in the category of married or equivalent (co-habiting), and a further 2.5 per cent reported themselves as separated, divorced or widowed. A number of the individuals who were separated and divorced noted that they had the same considerations as married people in respect to mobility and other career or employment issues, most particularly because of children or access to children.

Disaggregation of the French-language group shows that they are more predominantly single at 64.4 per cent compared with 55 per cent for the English-language cohort. This difference in marital status is largely a function of age, as it was noted previously (see Table 6), the French-language group was significantly younger overall and had a higher concentration at lower age levels especially in the 20 to 21 category.

More than three-quarters of the overall cohort of teacher education graduates listed their place of birth as Ontario (see Table 8). Further, 10 per cent

TABLE 7

**MARITAL STATUS OF 1990-1991
TEACHER EDUCATION GRADUATES**

MARITAL STATUS	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Single	55.1%	64.4%	56%
Married or Equivalent	40.7	33.6	40%
Separated Divorced or Widowed	2.6	2.0	2.5%
Unknown	1.6	0	1.5%

reported their place of birth as other Canadian provinces, and 13 per cent listed other countries. The high proportion (86 per cent) of all 1990-1991 teacher education graduates who are Canadian born appears to coincide with findings about faculties of education in other studies. For example, in a recent study conducted in a university with a very multicultural student body, the percentage of students born in Canada was not only high in its faculty of education but was the highest for all faculties in the university (Found, 1991).

The place of birth for the French-language group differed from the English-language cohort, and therefore, the overall pattern in that a much higher proportion (24.7 per cent compared with 8.3 per cent) were born in other provinces and a lower proportion (4.8 per cent compared with 13.9 per cent) were born in foreign countries. Of the 24.7 per cent born in other provinces, most (21.2 per cent) were born in Quebec.

TABLE 8
PLACE OF BIRTH OF 1990-1991
TEACHER EDUCATION GRADUATES

PLACE OF BIRTH	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Ontario	76.2%	70.5%	75.6%
Other Canadian Province	8.3%	24.7% (Quebec 21.2%)	10%
Other Country	13.9%	4.8%	13%
Unknown	1.6%	0%	1.4%

An analysis of the languages spoken by the teacher education class of 1990-1991 (see Table 9) shows that 90.6 per cent of the English-language cohort

report English as their first language and 90.5 per cent of the French-language group report French as their first language. In addition, 5.7 per cent of the French-language group report English, and 1.6 per cent of the English-language candidates report French as their first language. Italian was the next largest category overall amongst first languages with only 2 per cent of the overall cohort reporting it (2.1 per cent for the English-language cohort and 1.1 per cent for the French-language cohort). More than 40 other first languages were listed for the remainder but in no significant concentrations.

Excluding the two French-language programs where French is the predominant first language, English as the first language in the other teacher education programs ranged from a low of 84.9 per cent and 88.8 per cent in the Toronto area to a high point of 96.7 per cent in one faculty of education.

In the overall teacher education group, less than one-half (44.2 per cent) report a second language. However, the French-language cohort is much more heavily bilingual (99.4 per cent) than the English-language group (38 per cent). English was the second language of 91 per cent of the French-language group, while only 17 per cent of the English-language cohort listed French as their second language. A further eight per cent of each cohort reported the language of their program as their second language. Once again, Italian was the third largest concentration, followed by German and Spanish. In the overall cohort 15.6 per cent indicated a third language with the French-language group having a small advantage in this regard.

TABLE 9**LANGUAGES SPOKEN BY 1990-1991 TEACHER EDUCATION GRADUATES**

First Language	English-Language Cohort	French-Language Cohort
English	90.6%	5.7%
French	1.6%	90.5%
Italian	2.1%	1.1%
Other (includes more than 40 other languages)	5.7%	2.7%

Second Language	English-Language Cohort	French-Language Cohort
English	8%	91%
French	17%	8%
German	2%	0
Italian	5%	.3%
Spanish	1%	.3%
None	62%	.6%
Other (includes more than 35 other languages)	5%	0

Third Language	English-Language Cohort	French-Language Cohort
English	.6%	2.4%
French	7.5%	.8%
German	2.2%	2.4%
Italian	1%	3.8%
Spanish	1.6%	12%
None	85%	78.6%
Other (includes more than 30 other languages)	2.1%	0

The ethnic background of the 1990-1991 teacher education cohort can be described as largely white Anglo-Saxon or British (56.1 per cent) and white European (37.2 per cent) for a total of 93.3 per cent in these two main categories (see Table 10). However, the white European group includes people from 25 different backgrounds, the most significant being French (11.5 per cent), Italian (9.3 per cent) and German (4.7 per cent). The remaining 6.7 per cent of the group originate from 20 different ethnic backgrounds with most of the graduates (5.3 per cent) in this category claiming visible minority status.

TABLE 10 ETHNIC BACKGROUND AND VISIBLE MINORITY STATUS OF 1990-1991 TEACHER EDUCATION GRADUATES			
ETHNIC BACKGROUND	PERCENTAGE OF GRADUATES		
	English-Language Cohort	French-Language Cohort	Total
White Anglo-Saxon/ British	62%	5.7%	56.1%
*White European	32%	8.3%	37.2%
**Other (includes people from 20 different ethnic categories)	6%	11.3%	6.7%
Visible Minorities included in Other	(4.7%)	(10.9%)	(5.3%)

* This category includes people from more than 25 different backgrounds. The largest concentrations are: French – 11.5%, Italian – 9.3% and German – 4.7%.

** This category includes people who identified themselves according to more than 20 different ethnic categories and individuals who claim visible minority status. The largest concentrations are: (a) Jewish – 1.5%; and (b) for visible minorities: Black (including West Indian, African, Afro-Canadian, Afro-American, etc.) – 1.7%; (c) Chinese – .9% (1.5% for all Oriental groups); East Indian – .8% and North American Aboriginal – .6%.

Among the graduates reporting themselves as visible minorities the heaviest concentrations are as follows: Black (including West Indian, African, Afro-Canadian, Afro-American and other designations – 1.7 per cent; Chinese – .9 per cent (all Oriental groups including Chinese – 1.5 per cent); East Indian – .8 per cent and North American Aboriginal – .6 per cent. Although 5.3 per cent of the overall 1990-1991 student body in the teacher education institutions had visible minority status, there was a considerable range amongst faculties of education in this regard (see Table 11). The highest proportion was 9.9 per cent of one institution's student body and the lowest was 1.1 per cent.

TABLE 11

COMPARISON BETWEEN PERCENTAGE OF VISIBLE MINORITIES IN STUDENT BODY AND ON STAFF OF TEACHERS EDUCATION INSTITUTIONS

Faculty of Education	% of Visible Minorities in 1990-1991 Student Body	% of Visible Minorities on Teaching Staff
1	1.1%	2.4%
2	3.7%	17.2%
3	2.9%	5.9%
4	5.1%	3.4%
5	6.6%	1.1%
6	2.9%	2.9%
7	9.9%	1.1%
8	2.6%	0%
9	3.2%	0%
10	5.4%	4.1%

Even in highly multicultural settings, faculties of education do not appear to have visible minority representation that is particularly high in comparison with the overall university context. One university with a record of 19 per cent of its total student body having visible minority status, has only 5.4 per cent in its faculty of education.

Smith (1992) reported that most teacher education institutions estimated (most did not have exact records) that about 1 to 2 per cent of their student bodies had visible minority status and had reported that overall 3.3 per cent of the full-time faculty members were visible minorities. In fact, it appears, on the basis of the present data that the visible minority presence amongst the students (5.3 per cent) is considerably larger than estimated and exceeds the overall level among the teaching staff (3.3 per cent). The situation is much more exaggerated in some places. One large institution in a very multicultural setting has almost 10 per cent of its student body reporting visible minority status compared with only 1 per cent of the teaching staff.

Further, there is a need to consider the correspondence between visible minority types in the two bodies. For example, North American aboriginals represent only .6 per cent of the student body but 1.2 per cent of the teaching faculty while Blacks make up 1.7 per cent of the student body and 1.2 per cent of the staff. In addition, it has been noted that while 3.3 per cent of the full-time faculty members in teacher education are visible minorities, a number of the positions filled by visible minorities were secondments which are not of a permanent, on-going nature.

B. EDUCATIONAL BACKGROUND

Three-quarters of the 1990-1991 teacher education cohort reported that the type of first academic degree they had earned was a Bachelor of Arts degree. A further 10 per cent held a Bachelor of Science degree and the remaining 15 per cent held a large variety of other bachelor's degrees such as Bachelor of Music, Bachelor of Social Work, Bachelor of Fine Arts, Bachelor of Commerce, Bachelor of Theology and Bachelor of Physical Education. There were also several people who held a first degree in law (LLB) and one in medicine.

The French-language group was very similar to the English-language cohort with regard to the types of first degrees held. However, they reported a slightly larger proportion of Bachelor of Arts degrees and fewer of other types of degree other than Bachelor of Science degree.

Although the year of graduation for the first degree showed a substantial spread of over 30 years, ranging from people whose first university degree was obtained in 1960 to those who had obtained it concurrently with a Bachelor of Education degree in 1991, two-thirds of the total cohort had obtained their first degrees in the three years leading up to 1991. Further, 80 per cent overall had earned the degree within six years prior to earning their education degrees. When the French-language cohort is disaggregated from the total, it can be seen that, in keeping with their relatively lower age profile, receipt of first degrees, is even more recent. Close to 80 per cent show a first degree earned in the three year period leading up to obtaining an education degree and almost

90 per cent fell within a six year period. In addition, no one in the cohort had earned a first degree before 1969.

TABLE 12

TYPE OF FIRST DEGREE

Degree	Percentage of Teacher Education Graduates Obtaining Degrees
BA	75%
B Sc	10%
Other Bachelor's Degrees	15%

Perhaps one of the most contentious matters and hotly debated issues with regard to teacher education in Ontario in the past five years has been admissions criteria. Those teacher education institutions which admit teacher education candidates solely or mainly on the basis of grade point average in the first degree have been heavily criticized by other major stakeholders who have urged an expansion of the criteria used for selection of the best possible candidates to include a variety of measures. Such things as relevant prior experience and personal suitability to teaching are often given as examples (Smith, 1989; Teacher Education Council, Ontario, 1991).

When faculties state that grades are the sole or main criterion for selection, it has led to the belief that only candidates with an A average would be or are admitted. This assumption was furthered by the knowledge that there has been a large pool of applicants to faculties of education in the past five years; there are normally three to four applicants for every teacher education opening in Ontario, with the ratio in a few faculties reaching 10 to 13:1.

The findings in this study do not support what has been anecdotally understood. In fact, the majority of students (63.4 per cent) report a B average (see Tables 13), most of the remainder an A average (30 per cent), four per cent a C average and less than one per cent a D average. The French-language candidates report a profile with fewer than 20 per cent in the A range and a larger proportion of Bs (69.3 per cent) and Cs (10.8) per cent).

Even in one institution that adheres strictly to grades as the sole admission criterion, 40 per cent of their students reported an average of B or less. The discrepancy in what has been anecdotally understood is difficult to explain. On one hand, it is possible that universities have different ways of computing the averages for graduation (*e.g.*, best five, last five, grades of major subject, overall average, final year only) or classify what constitutes each grade differently (*e.g.*, A – 85 to 100 versus 75 to 100). On the other hand, it is unlikely that the subjects of the study reported themselves as less accomplished than they actually are. In fact, there is normally a tendency to inflate such categories rather than to minimize them.

TABLE 13 FIRST DEGREE AVERAGE AT GRADUATION			
Grade Point Average	English-Language Cohort	French-Language Cohort	Total
A	31.9%	19.6%	30%
B	62.3%	69.3%	63.4%
C	2.8%	10.8%	4%
D	.04%	.3%	.08%
Unknown	2.9%	0	2.5%

In addition to first bachelor's level academic degrees, 10 per cent of the overall teacher education group also hold advanced or graduate degrees, approximately nine per cent at the master's level and one per cent at the doctoral level (see Table 14). Almost one-half of these credentials are Master of Arts degrees.

When the French-language graduates are separated from the total, they are fairly similar with nine per cent overall holding advanced degrees. The main difference from the English-language cohort is that the French-language graduates largely hold masters' degrees other than MAs and MScs, whereas the English-language group hold predominantly MAs.

One per cent of the overall group also hold a second advanced degree. In some cases, individuals entering elementary and secondary classrooms in Ontario in the fall of 1991 held four degrees with the most common combination being a

BA, a BEd, an MA and a PhD. Even at minimum, teacher education graduates held a BA and a BEd. Therefore, new entrants to the teaching force in Ontario are very highly educated in comparison with their counterparts of just two decades ago.

TABLE 14
ADVANCED DEGREES ATTAINED

Advanced Degree	English-Language Cohort	French-Language Cohort	Total
MA	5.4%	1.9%	4.8%
MSc	1.3%	1.1%	1.3%
Other Master's Degrees	2.6%	5.2%	3%
PhD	.7%	.5%	.7%
None indicated	90%	91.3	90.2%

Another kind of preparatory background experience which many in the 1990-1991 teacher education class held in good measure was previous related or direct experience in teaching (see Table 15). A substantial number (39 per cent) held six months to one year of direct and/or related experience (*e.g.*, other educational and social service programs for children, youth and adults) and 18 per cent had more than one year of related and/or direct teaching experience of one kind or another. Ten per cent of this group had years of experience as college, university and early childhood instructors or as unqualified elementary

and secondary teachers; some had lengthy employment stints as teacher's aides or unqualified supply teachers. In terms of related employment, others had directed recreational, social and educational programs for many years. Many others brought valuable technical knowledge and life experiences. Overall, this segment represented a wealth of related experience.

On the other hand, 16 per cent had no previous related experience of any type and 27 per cent had only a small amount. Although they did not necessarily lack employment experience, jobs such as meatcutter and funeral director were examples of previous work not credited as related to teaching. Candidates with no experience tended to be located in programs which did not have relevant prior experience as a prerequisite for admission. Many of these people said that they had chosen their faculty of education because the grades only or mainly grades requirement allowed them to overcome their lack of background.

TABLE 15

**BACKGROUND EXPERIENCE FOR TEACHING
PRIOR TO ENTRY INTO TEACHER EDUCATION**

Amount & Type of Experience	Percentage 1990-1991 Graduates
No previous related experience of any type	16%
Small amount of related experience (few days — few months)	27%
Six months to one year of related and/or direct teaching experience	39%
More than one year of related and/or direct teaching experience	18%

C. SELECTION OF AND PERCEPTIONS ABOUT TEACHER EDUCATION PROGRAMS.

Approximately 85 per cent of the 1990-1991 teacher education students attended one-year consecutive programs and 15 per cent were in the final year of a concurrent program (see Table 16). The French-language group was similar, but with a slightly higher proportion attending consecutive programs.

TABLE 16			
TYPE OF TEACHER EDUCATION PROGRAM ATTENDED			
Program Type	English-Language Program	French-Language Program	Total
Consecutive	85%	88%	85.5%
Concurrent	15%	12%	14.5%

Students gave a large variety of main reasons for selecting to study in the teacher education programs where they were located in 1990-1991 (see Table 17)). By far the largest, however, was location of the faculty or program. Nearly one-half said that their choice was based on location with an even higher proportion of French-language students (61.4 per cent) gave this reason. Other main reasons for selection include: (a) the reputation of the program or university, but mainly the program (14.3 per cent); (b) the type of program (*e.g.*, concurrent, consecutive, school board-based, large amount of practicum – 11.1 per cent); (c) acceptance into the program (*e.g.*, first to accept

me, only faculty to accept me – 10.4 per cent); (d) entrance requirements which favoured the applicant, such as a lot of experience, good personal interview, no experience but high grades (6.9 per cent); (e) having done one's first undergraduate degree at the same university and enjoyed it (4.9 per cent); (f) language of instruction for francophones (1.6 per cent); and a number of other reasons in no significant concentration (4.3 per cent).

TABLE 17
REASON FOR SELECTION OF
TEACHER EDUCATION INSTITUTION

Reason for Selection	English-Language Cohort	French-Language Cohort	Total
Location	45%	61.4%	47.4%
Reputation	14.3%	13.7%	14.3%
Type of Program	13%	0%	11.1%
Language of Instruction	.1%	9.8%	1.6%
Acceptance	12%	1.7%	10.4%
Entrance Requirements	7.1%	0%	6.9%
Did Undergraduate Studies	4.7%	6.4%	4.9%
Other Reasons	3.8%	7%	4.3%

When asked about their degree of commitment to their teacher education program with students, 56 per cent said that they were very strongly committed, 38 per cent classified their commitment as moderate and

approximately 5 per cent said that they had none or were unsure (see Table 18). The French and English-language group was very similar in all respects. A substantial proportion who rated their commitment as very strong to moderate distinguished between the practicum or practice teaching aspects and seminar courses taught by education professors. They generally said that while they felt a moderate to very strong positive feeling toward their field experiences that they had much less, and in many cases, no regard for the in-class aspects of their program.

TABLE 18
COMMITMENT OF 1990-1991 TEACHER
EDUCATION STUDENTS TO PROGRAM

Degree of Commitment to Program	English-Language Cohort	French-Language Cohort	Total
Very Strong	56%	54%	56%
Moderate	38%	40%	38%
None	2.8%	3%	2.9%
Unsure	2.4%	3%	2.5%
Unknown	.8%	0	.6%

While still in their teacher education programs the subjects of the study were also asked to compare the degree of difficulty of their education studies with their previous university degree work in which all held a bachelor's degree and 10 per cent also held another advanced degree (see Tables 13 and 14). More than two-thirds of them reported that they found their education work leading to a BEd either "as difficult" (59 per cent) or "more difficult" (9 per cent). Thirty-two per cent found their program "less difficult" (see Table 19). Many students also perceived their teacher education programs as "intense", in that there was a great deal to accomplish during a relatively short space of time, and activities were very time-consuming.

TABLE 19

**PERCEPTION OF DEGREE OF DIFFICULTY OF 1990-1991
TEACHER EDUCATION PROGRAM IN COMPARISON WITH
OTHER DEGREE PROGRAMS ATTENDED**

Degree of Program Difficulty	English-Language Cohort	French-Language Cohort	Total
More Difficult	8.3%	10.4%	8.6%
As Difficult	60.4%	48.1%	58.5%
Less Difficult	31%	40.7%	32.4%
Unknown	.3%	.8%	.5%

The majority of students rated their programs as good (37.5 per cent) or satisfactory (42 per cent) in terms of the degree of success in meeting their needs. A further 5.5 per cent saw it as excellent and 15 per cent felt that it was poor (see Table 20). The French-language candidates saw their programs similarly with three per cent perceiving it to be excellent and 20 per cent as poor.

In the overall group, a number also distinguished between different aspects of the program. By far the most appreciated aspect was practice teaching which was identified as the single most helpful aspect of teacher education by 64 per cent, followed by practicum/seminar or teaching methodology courses at 4.6 per cent and then foundation courses at 2 per cent. More than two-thirds of all students who rated their programs in the satisfactory to excellent range said that they had done so mainly on the strength of the professional or practical aspects of the program. Without practice teaching as part of the package, a substantial portion of the overall group would rate the programs as poor in meeting their needs. Only .7 per cent of the graduates rated their programs as excellent in all respects with no suggestions for improvement. The following are some typical comments from the many individuals who addressed the need for change and yet who rated the overall program from satisfactory to excellent:

I feel very committed to teaching and I have rated the program satisfactory because of the practice teaching, although I have found the process of the year very frustrating. I have had some positive experiences, however, I feel the year has been a bureaucratic experience, as opposed to a truly educational one. I honestly believe that this is not a result of poor intentions but simply a result of an out-dated conceptualization of what a teacher's education should involve.

There is a serious problem with faculty advisors. There are insufficient, dedicated advisors to assist students while practice teaching. Given the importance of this activity in comparison with the rest of the program, the situation needs to be rectified.

It seems that there is a serious problem in the Faculty of Education. I came here after a four-year BA with 20 academic courses to get practical and professional knowledge not an imitation of my Faculty of Arts courses. Not all courses are poor, however, those taught by professors who have been academically prepared but have had little or no professional practice might as well be moved over to the Faculty of Arts to Sociology or Psychology or English, etc. That's not what I came here for, or what I need. I have already had enough of those courses.

In classes, I would like to see more "realistic" information provided. Very little of what is taught can be applied to the real classroom. We need less theory and more practice in the course work. They keep telling us to use "hands on" approaches, but how about using them with us to give us a model for good teaching!

The first month of the program should begin in late August. Student teachers should spend the first month or two in a practicum placement at the beginning of the school year and then go into the course work. As it is now it's artificial, teacher/student bonding is difficult and four different short rounds can be very stressful.

More immediate needs should be the focus of our program instead of years down the road (they obviously don't know about lifelong learning). I needed to know about discipline, destreamed classes and teacher organizational skills.

We need competent classroom teachers seconded to teach us instead of academics far removed from the classroom.

Most learning occurs during practice teaching. The program should provide more practical ideas on how to put themes and ideas to work.

More emphasis on what is realistically possible for teachers now-concrete ways to deal with students/curriculum. Far more inclusion of the many social issues students must deal with (racism, sexism, integration). Far more emphasis on the Arts — we are told it is one third of the curriculum, yet in the education program it receives about one tenth of the curriculum learning time.

TABLE 20

**PERCEPTION OF THE DEGREE OF SUCCESS OF THE
1990-1991 TEACHER EDUCATION PROGRAM**

Degree of Success of Program in Meeting Student Needs	English-Language Cohort	French-Language Cohort	Total
Excellent	6%	3%	5.5%
Good	40%	33%	37.5%
Satisfactory	41%	44%	42%
Poor	13%	20%	15%

On the other hand, a small proportion of students also had comments and suggestions about practice teaching. They felt that the teacher education institutions should give better attention to the selection of associate or host

teachers to ensure that they would be welcome in the classroom and well prepared pedagogically. Some suggested that the teachers with whom they practise should have at least five years of teaching experience and should be at least somewhat philosophically attuned to the main thrust of their teacher education curriculum. They also felt that practice teaching should be a more prominent aspect of the program, that it should be lengthier and treated with greater importance by the universities.

Two-thirds of all students were in programs that provided a total of 40 to 50 days of practice teaching (see Table 21). However, almost 30 per cent were in programs that allowed for 80 to 120 days of experience.

TABLE 21 AMOUNT OF TIME SPENT IN PRACTICE TEACHING			
Amount of Practice Teaching Time	English-Language Cohort	French-Language Cohort	Total
40 days/8 weeks	20.3%	88.4%	31%
45-50 days/9-10 Weeks	42%	3%	36.5%
55-75 days/11-15 weeks	4.7%	2%	4.5%
80-95 days/16-19 weeks	8.7%	5.5%	7.5%
100 days/20 weeks	21.2%	1.1%	18%
120 days/24 weeks	3.1%	0	2.5%

When asked their views about the amount of practice teaching in their programs (see Table 22) 30 per cent said that there was "not enough" and 65 per cent thought that it was "about right". Only five per cent felt that there was "too much". The French-language candidates who experienced less practicum overall felt more strongly (56 per cent) that they had "not enough". In fact, the three main suggestions for improvement of teacher education programs by the overall cohort in order of importance were: (1) more information on discipline and classroom management; (2) more practice teaching; and (3) more practical assignments or better application of theory to practice.

TABLE 22

**PERCEPTION OF THE AMOUNT OF PRACTICE
TEACHING TIME IN PROGRAM**

Perception of Amount of Practice Teaching Time in Program	English-Language Cohort	French-Language Cohort	Total
Too Much	6%	2%	5%
About Right	69%	42%	65%
Not Enough	25%	56%	30%

D. VIEWS ON RE-LOCATION FOR EMPLOYMENT PURPOSES

While still students, the subjects of the study were also asked about their feelings on the issue of re-location in the event that it became necessary in order to gain employment in teaching. By re-location, the principal investigators meant moving from the place of permanent residence which is not necessarily the same as the community in which teacher education takes place. In fact, a comparison of permanent addresses with program location shows a high degree of mobility, for the purpose of attending a teacher education institution. In many cases, about one-half of the students attending an institution resided permanently in the local area and the other one-half were from various other places.

On the question of re-location to another part of Ontario, more than one-half said that they would not consider such a move (see Table 23). English-language and French-language candidates were very similar in their reactions.

The main reasons given were with regard to family and friends whether the answers came from respondents who were married, single or divorced. Considerations stemmed from a sense of "rootedness" whether it was related to concerns for a spouse's career, children's schooling and friends, the welfare of older parents, belonging to social or church groups or just feeling comfortable and liking one's geographic region or community in general. Those individuals who were most amenable to the idea of re-location were males in their

20s who had no serious relationship attachment. Women of a similar relationship status and age were far less likely to consider moving because they wanted to remain in their circle of family and friends for both social/emotional and security reasons.

TABLE 23

**WILLINGNESS TO RE-LOCATE TO ANOTHER
PART OF ONTARIO FOR TEACHING EMPLOYMENT**

Willingness to Re-locate	English-Language Cohort	French-Language Cohort	Total
Yes	45.1%	47%	45.4%
No	54.4%	53%	54.2%
Unknown	.5%	0	.4%

About the same proportion (over one-half) of students said that they would not remain in or re-locate to Metropolitan Toronto (see Table 24). However, this question brought a whole different kind of reaction. The respondents who reacted negatively said that their primary reason was a strong dislike of current living conditions in large urban centres.

Most expressed real vehemence in explaining that they think Toronto is too large, noisy, polluted, dangerous, frantically-paced and expensive. In general,

they thought it would cause a serious deterioration in the quality of their lives, that they would be teaching violent, indifferent students whose parents do not value or respect education and teachers, would never own a house, would be surrounded by crime and could not consider raising children there. Included in this group were people who had grown up in Toronto or whose present permanent address was in the area. French-language candidates felt even more strongly than their English-language counterparts; some added to the list of other complaints that it was much too heavily anglophone to be a comfortable milieu of permanent residence.

Some of the comments made by respondents as prospective teachers are as follows:

"There are too many drawbacks — cost of living, pace of life, pollution, crime, lack of respect for the teaching profession and outside distractors for children."

"I could never afford a house there. The cost of living is very high, but the salaries are not higher so automatically the standard of living is lower."

"Schools have enough discipline problems in my area. The added intensity of drugs and violence with students in a big city would effectively take the enjoyment out of teaching in a comfortable manner."

"Despite the efforts of excellent educators in and around Metro and some great practice teaching experiences I have had there, I refuse to put myself in a situation where my standard of living will decrease, where I will not have opportunities to advance, and where I would have to work in an impersonal environment where parents don't value education."

As noted previously, North American social scientists have begun to describe a phobia of big cities related to quality of life concerns which is causing a reversal of an almost two hundred year old trend that started during the Industrial Revolution. There appears to be a growing preference for life in small towns and in the countryside which the subjects in this study also confirm.

The implications of this kind of reversal will need to be considered by large urban school boards with regard to hiring practices, working conditions and retention patterns in future. School boards that, in the past few decades, have been highly preferred places of employment may find recruitment and retention of their teaching staff increasingly challenging prospects in the future.

TABLE 24

**WILLINGNESS TO REMAIN IN OR RE-LOCATE TO
METROPOLITAN TORONTO FOR TEACHING EMPLOYMENT**

Willingness to Remain in or Re-Locate to Toronto	English-Language Cohort	French-Language Cohort	Total
Yes	52.2%	18.8%	47.2%
No	47.2%	81.2%	52.3%
Unknown	.6%	0	.5%

E. REASONS FOR BECOMING A TEACHER

Overwhelmingly, students in the 1990-1991 teacher education cohort explained that they had chosen to become teachers for interpersonal and service reasons which they felt would lead to a high degree of job satisfaction in their lives. They explained that they liked people, and particularly loved children and young people. They also felt that they had good abilities in regard to the needs of the job, and in many cases, that they owed society a debt because of other special adults such as former teachers who had a significant influence in their lives. They wanted to help children to develop in all ways and to enjoy learning. A desire to contribute to the future of society or Canada was also expressed by many candidates who viewed teaching as very important work.

No other factor or set of reasons compared with this overriding theme. However, autonomy in one's work which was seen as adding to job satisfaction was the next closest reason listed. Teacher education students felt that they would have a good deal of independence or freedom conducting their own classrooms and, in effect, that they would be their "own boss". Some even described it as "self-employment". A small but significant number of respondents mentioned material benefits, holidays, time flexibility or other work conditions, not as primary reasons so much as bonuses in doing work they would want to do anyway.

The following samples of reasons given by some teacher education students expressed the motivations of the majority of the people involved in this study.

Teaching is one way to mold the people who will be running our country in the future. Education is important to Canada's future.

Personally I want to teach because I feel the job offers me what I'm looking for! Children to work with, a staff of fellow teachers, and some autonomy in my own room. I also am concerned with children's early experiences concerning themselves and education and feel these experiences often leave a lasting impression in them. I want to turn kids on to learning!

Teachers are the most important influence in many students' lives. Teachers provide a steady, secure environment for students and are able to pique their curiosity and wonder so that learning is desirable and fun. I wish to be a teacher because I have found that I have the ability to do these things for children.

I want to be a teacher because I feel that I have a lot to offer. I want to change opinions that people have about French — Children are the place to start.

For years at school, I disliked many teachers (sad to say), but I was lucky enough to get a couple of great ones along the way. The feeling (confidence) they instilled in me is enough to make me want to do the same for others. I know I relate well to students and so far, many have thanked me for "having faith in them" when teachers wouldn't. Those feelings last forever.

There is nothing more important to our future than our human resources. As well, I care about people and see children as the best place to start to do something helpful and worthy for others. It is a good balance between doing something ethical and maintaining my own security.

Teaching is a career that demands sensitivity and patience and I like that my character lends itself to this. It is also a fantastic opportunity to observe people and help them grow. It is a career in which I can personally grow while I help others to do the same.

I love children and I wanted a career that made me feel as if I were making a difference in the community and helping to shape the future. The added bonus of a summer vacation was a secondary reinforcer.

I was put on this earth to teach. It's what I'm good at and it's what I enjoy. There are few things one may do in one's life that are as important as being a teacher. It's constantly challenging, the pay/benefits/vacation are good and there's a lot of variety.

I have always loved children and have loved school. My teachers were such wonderful role models that I have long wanted to follow them. Furthermore, many of my student jobs (summers) have made me believe that teaching is my talent.

I love kids, I like the freedom to be creative and to be your own boss, and to have the summer off.

Kids are fun to work with and I feel I can connect with them. I get a feeling that I am doing something worthwhile when I teach. It gives me personal satisfaction. It's also a flexible profession (have teaching certificate, will travel) and depending where you are you get job security.

Children have always responded to me in a positive manner and I get great satisfaction out of seeing them learn. Also, some teachers that I have had in the past greatly influenced my life during difficult times. I want to be there for children as my teachers were for me.

I feel that teaching is one of the most important jobs a person could do. To be able to have an impact on a child's life is so rewarding. Children are our future and I love seeing them learn and be excited about obtaining information which they will use throughout their lifetime. With all that is happening in today's world a child's only/main influence may be his/her teacher.

My high school teachers were excellent and helpful. I want to work with adolescents through this difficult age.

The findings in this study depart somewhat from previous Canadian (Violato and Travis, 1990) and American (Lortie, 1975) studies in terms of the small proportion of subjects who list anything other than interpersonal and service reasons for entering teaching. Violato and Travis (1990) reported a significant portion of their participants as stating material benefits as a motivator which ranked second in importance in the study. Since the data for their research were collected some time prior to publication, it could be speculated that the difference results from a shift in societal values during the intervening period.

A recently released study (King and Peart, 1992) based on current Canada-wide data appears to serve as further confirmation of this possibility. They cite findings which are in accord with this study and which point to a high level of social service ethic as an overriding motivation for choosing teaching as a career. On the other hand, it might be argued that the good working conditions and salary scale that Canadian teachers now enjoy are assumed and are no longer cited as factors for consideration.

VI. The Recruits of 1991

A. TEACHING QUALIFICATIONS OF RESPONDENTS

Analysis of the data on respondents, who represent more than 60 per cent of the total population, reveals that overall 49.2 per cent are qualified to teach in the Primary/Junior Divisions, 18.6 per cent at the Junior/Intermediate level, 29.1 per cent in the Intermediate/Senior Divisions, 2.5 in Technological Studies and .1 in Native Studies (see Table 25). These proportions relate fairly closely, within a range, to the percentages found amongst the original 1990-1991 student body in teacher education and are fairly typical of the pattern of statistics for preceding years. For example, 1989-1990 University Relations Branch statistics showed the following distribution: Primary/Junior Division - 44.7 per cent, Junior/Intermediate Division - 22.4 per cent, Intermediate/Senior - 30 per cent and Technological Studies - 2.9 per cent.

When figures for the French-language respondents are disaggregated, they vary somewhat from the English-language and, therefore, the overall statistics. However, the proportions of respondents are relatively in keeping with the categories for the 1990-1991 French-language teacher education population with the exception of an under-representation for Junior/Intermediate graduates (see Table 25). Less than one-half of that group responded in the survey process.

TABLE 25

**CLASSIFICATION OF RESPONDENTS
BY TEACHING QUALIFICATIONS**

TEACHING QUALIFICATION	NUMBER AND % OF ENGLISH RESPONDENTS		NUMBER AND % OF FRENCH RESPONDENTS		TOTAL RESPONSES	% OF TOTAL
	English	% of English	French	% of French		
Primary/Junior Division	1,479	48.2	179	58.9	1,658	49.2
Junior/Intermediate Division	574	18.7	53	17.4	627	18.6
Intermediate/Senior Division	909	29.7	72	23.7	981	29.1
Technological Studies	84	2.7	—	—	84	2.5
Native Studies	4	.1	—	—	4	.1
Other/Unspecified	18	.6	—	—	18	.5
Total	3,069	100	304	100	3,373	100

B. EMPLOYMENT STATUS OF RESPONDENTS

The rate of success in securing employment in public, separate or private schools in Canada and elsewhere was 91.9 per cent overall including full-time, part-time, supply and other teaching work. The full-time rate was 64.7 per cent or 2,182 of the 3,373 respondents (see Table 26). There is little difference between the record of the English-language and the French-language respondents which were 64.6 and 64.8 respectively.

Further, in order to make this full-time rate of 64.7 per cent comparable to previous statistics and recent studies done in Ontario during the 1980s (Education Statistics 1980-1991; Atkinson and Sussman, 1986; Smith, 1989 a & b), the total would include only those respondents employed 100 per cent in publicly funded schools (public and separate) in Ontario. To determine this comparable set of criteria, those employed in private schools (3 per cent) and those employed outside of Ontario (3.5 per cent) would need to be removed, leaving a residual full-time rate in Ontario of 61.2 per cent overall. In addition, a further 5 per cent of those employed full-time identified themselves as holding long-term occasional or contractually limited positions, with some of only a few months in duration. This hiring rate represents a slight decline from the record of the late 1980s, but is still much more favourable than the employment levels of the early to mid 1980s (see Table 27).

TABLE 26

**NUMBER OF RESPONDENTS CURRENTLY EMPLOYED IN
PUBLIC, SEPARATE AND PRIVATE EDUCATION**

TYPE OF EMPLOYMENT	NUMBER AND % OF EMPLOYED (ENGLISH)		NUMBER AND % OF EMPLOYED (FRENCH)		TOTAL NUMBER EMPLOYED	% OF %TOTAL (3,373)
	English	% of English	French	% of French		
Full-time	1,985*	64.6	197	64.8	2,182	64.7**
Part-time	214	7	30	9.9	244	7.2
Supply	585	19.1	54	17.8	639	18.9
Other (e.g., Home Instruction, Night School)	37	1.2	—	—	37	1.1
Total	2,821	91.9	281	92.5	3,102	91.9

* **Note:** Included in the 1,985 English-language responses were 1,862 regular full-time, 103 long-term occasional or contract and 20 supernumerary positions.

****Note:** The full-time hiring rate of 64.7 per cent includes those hired in private schools and in schools outside of Ontario. The full-time hiring rate for those hired only in publicly-funded schools (public and separate) stands at 61.2 per cent.

TABLE 27

**GRADUATES EMPLOYED FULL-TIME IN PUBLIC AND
SEPARATE SCHOOLS IN ONTARIO**

1983	1986	1988	1991
38%	50%	70%	65%

It appears that the overall economic downturn has affected some communities particularly severely. According to reports from both the teacher education graduates and school boards, the recession has interacted in a serious way with the supply and demand situation for both English-language and French-language teachers. For example, even in Metropolitan Toronto, there are unemployed teachers in some previous high demand categories such as French or music.

Some school boards are reporting that they have attempted to control budget deficits by rearranging existing staff (itinerant subject specialist teachers placed back in regular classrooms and so on) and hiring fewer new teachers for the 1991-1992 school year. Many boards now have a roster of qualified regular supply teachers and supernumerary teachers serving as permanent supply teachers. There are at least 22 individuals among the respondents in this study who identified themselves as holding such supernumeration positions. Other people described themselves as in-school supply teachers each serving one school as the regular supply teacher on a full-time basis. The number of recent

advertisements in one national newspaper which calls for teachers to work in all parts of Ontario on an "occasional" basis or non-permanent contracts is also a telling sign.

A reduced rate of hiring is certainly not particular to Ontario alone. Graduates seeking employment in other provinces, such as British Columbia and Alberta, also reported difficulty in finding employment. Indeed, among the non-entrants are individuals who reside permanently in other Canadian provinces, and following completion of teacher education have returned home to find no work in teaching available to them.

In addition, some of the regular full-time hirees (not in supernumerary or permanent supply positions) have also had a very hectic first year in the teaching profession. Some report holding jobs which are made up of a patchwork of assignments of different classes, subjects, grades and types of students, and in some cases, involve working in two or three schools each day.

C. PART-TIME, SUPPLY AND OTHER EMPLOYMENT IN TEACHING

With regard to part-time employment, 244 individuals or 7.2 percent of the respondents overall reported themselves as employed (see Table 25) for amounts of time that varied from 10 per cent to 98 per cent of a full-time job (see Table 28). More than 80 per cent were employed in the 26 to 75 per cent ranges with the majority of those respondents holding half-time positions. In some of these cases, respondents were working part-time by choice, usually in order to balance employment with family responsibilities. The rate of part-time

employment was 7 per cent for the English-language cohort and 9.9 per cent for the French-language respondents.

The 639 individuals who reported that they were engaged in supply teaching constituted 18.9 per cent of the respondents (see Table 25) overall. They comprised 19.1 per cent or 585 of the English-language group and 17.8 per cent or 54 of the French-language respondents. The vast majority of this group was not engaged in supply teaching by choice; almost all wished to find full-time employment and indicated that they would continue to seek it. Under the "Other" category, a small number of individuals (37) making up 1.1 per cent of the respondents indicated teaching positions of a part-time nature in such areas as home instruction and night school.

TABLE 28
RESPONDENTS ENGAGED IN PART-TIME EMPLOYMENT

AMOUNT OF TIME	NUMBER OF RESPONDENTS				NUMBER OF RESPONDENTS EMPLOYED PART-TIME	
	English	% of English	French	% of French	Total	%
10 - 25%	15	7	2	6.6	17	7
26 - 50%	130	61	12	40	142	58.2
51 - 75%	50	23	11	36.7	61	25
76 - 98%	19	9	5	16.7	24	9.8
Total	214	100	30	100	244	100

D. HIRING RATES ACCORDING TO TEACHER EDUCATION INSTITUTION ATTENDED

There was a good deal of variation with regard to the proportion of respondents who were hired full-time from each of the teacher education institutions as follows:

English-Language Programs

1	—	50.2 % of respondents hired full-time
2	—	50.5 % of respondents hired full-time
3	—	55.1 % of respondents hired full-time
4	—	58 % of respondents hired full-time
5	—	59.8 % of respondents hired full-time
6	—	61.9 % of respondents hired full-time
7	—	63.2 % of respondents hired full-time
8	—	70.7% of respondents hired full-time
9	—	81.9 % of respondents hired full-time

French-Language Programs

1	—	58.3 % of respondents hired full-time
2	—	77.1 % of respondents hired full-time

This variation appeared to be the result of a combination of factors including the geographic location of the teacher education program and permanent home addresses of their students. However, this matter appears to warrant more attention in future research .

E. EMPLOYMENT STATUS AND TEACHING QUALIFICATIONS

An analysis of employment of respondents shows a high degree of consistency in comparisons between proportions employed and proportion of representation for all categories of qualifications and types of employment (see Table 29). For example, graduates holding Primary/Junior Division qualifications comprise 49.2 per cent of the respondents, a proportion which reflects their participation in the total 1990-1991 teacher education enrolment well. This group holds 50 per cent of all full-time employment, 45.9 per cent of part-time positions and 49.1 per cent of the supply and other teaching employment. Similarly, Junior/Intermediate graduates represent 18.6 per cent of the respondents and approximately 20 per cent of the full-time employment, 18.8 per cent of the part-time teaching and 17.6 per cent of the supply teaching. Intermediate/Senior graduates who make up 29.1 per cent of the respondents and 30 per cent of the overall cohort obtained 28 per cent of the full-time employment, 32 per cent of the part-time teaching and 30.5 per cent of the supply teaching and other work.

When figures for the French-language cohort are disaggregated from the total, they also show a fairly close correspondence between the proportion of respondents holding each type of qualification and their success in obtaining employment. However, those with Primary/Junior qualifications (58.9 per cent) are a little under-represented in full-time and part-time employment where they achieved 53.8 and 53.3 per cent respectively, while Junior/Intermediate and Intermediate/Senior respondents are both slightly over-represented in gaining employment.

TABLE 29

**NUMBER OF RESPONDENTS CURRENTLY EMPLOYED
IN EDUCATION ACCORDING TO TYPE OF EMPLOYMENT
AND TEACHING QUALIFICATIONS**

TYPE OF EMPLOY- MENT	TOTAL NUMBER EMPLOYED	TEACHING QUALIFICATIONS AND % EMPLOYMENT											
		P/J	%	J/I	%	I/S	%	Tech. Stu- dies	%	Na- tive Educ.	%	Un- spec- ified	%
Full-time	English - 1,985	985	49.6	382	19.2	561	28.2	48	2.4	2	.1	7	.35
	French - 197	106	53.8	41	20.8	50	25.4	-	-	-	-	-	-
Full-time Total 2,182		1,091	50	423	19.4	611	28	48	2.2	2	.1	7	.3
Part-time	English - 214	96	44.8	40	18.7	70	32.7	8	3.7	-	-	-	-
	French - 30	16	53.3	6	20	8	26.7	-	-	-	-	-	-
Part-time Total - 244		122	45.9	46	18.8	78	32	8	3.3	-	-	-	-
Supply and Other	English - 622	302	48.5	106	17	195	31.4	15	2.4	1	2	3	.5
	French - 54	30	55.6	13	24	11	20.4	-	-	-	-	-	-
Supply and Other Total - 676		332	49.1	119	17.6	206	30.5	15	2.2	1	.1	3	.4

F. EMPLOYMENT STATUS AND LANGUAGE OF POSITION

The full-time employment totals by first language of position show that 77.7 per cent of all respondents in the study teach in English-language classes, and 6.9 per cent teach in French-language schools. Further, 5.5 teach in French immersion and 9.9 teach in French core classes, both in English-language schools (see Table 30). These proportions vary slightly, but not substantially for part-time employment and supply teaching.

There is a high degree of correspondence between first language of teacher education and first language of instruction for employment. Only one per cent of each of the English-language and French-language respondents had migrated from the language of their teacher education program to full-time employment in the other language. The majority of English-language respondents (84.9 per cent) taught full-time in English-language classes. This proportion increases for both part-time and supply teaching. The majority of French-language (72.3 per cent) respondents also teach full-time in French-language schools. However, more than one-quarter of them teach in English-language schools in French immersion (17.8 per cent) and French core (8.9 per cent) classes full-time and these proportions increase to 25 per cent and 17.8 per cent for part-time employment, but decrease for those who are employed in supply teaching. In the case of one of the two French-language teacher education programs, more than 30 per cent of the respondents were teaching French immersion and French core classes in English-language schools.

TABLE 30

**NUMBER OF RESPONDENTS EMPLOYED IN EDUCATION ACCORDING TO
TYPE OF EMPLOYMENT AND LANGUAGE OF POSITION**

TYPE OF EMPLOYMENT	LANGUAGE OF POSITION	ENGLISH-LANGUAGE RESPONDENTS		FRENCH-LANGUAGE RESPONDENTS		TOTAL NUMBER EMPLOYED	% OF TOTAL
		Total English	% of English	Total French	% of French		
Full-time	French-language	17	.8	138	72.3	155	6.9
	English-language	1,742	84.9	2	1	1,744	77.7
	French Immersion	88	4.3	34	17.8	122	5.5
	French Core	206	10	17	8.9	223	9.9
Total		2,053	100	191	100	2,244	100
Part-time	French-language	4	1.8	15	53.6	19	7.5
	English-language	196	87.1	1	3.6	197	77.9
	French Immersion	9	4	7	25	16	6.3
	French Core	16	7.1	5	17.8	21	8.3
Total		225	100	28	100	253	100
Supply and Other	French-language	13	1.9	37	82.2	50	6.9
	English-language	610	90.1	0	0	610	84.5
	French Immersion	21	3.1	4	8.9	25	3.5
	French Core	33	4.9	4	8.9	37	5.1
Total		677	100	45	100	722	100

G. EMPLOYMENT LOCATION

Approximately two-thirds of all graduates were hired by public school boards and the remaining one-third were recruited mainly by Roman Catholic separate school boards, except for three per cent who were located in private schools (see Table 31). The English-language and French-language graduates have almost an exactly reverse relationship with public and separate boards, with more than two-thirds of the English-language group hired by public boards and the same proportion of the French-language cohort recruited to separate schools.

TABLE 31			
EMPLOYMENT OF 1990-1991 TEACHER EDUCATION GRADUATES BY TYPE OF SCHOOL BOARD			
TYPE OF SCHOOL BOARD	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Public	67.1%	31%	63.8%
Separate	28.4%	67%	32%
Private	3.4%	2%	3.2%
Unknown	1.1%	0	1.0%

Note: Employment according to type of school board is shown for all respondents who were employed full-time and part-time in 1991-1992. Respondents who were engaged in supply teaching are not included except where they hold full-time contracts as supernumerary teachers.

The majority of graduates (97 per cent) reported that their teaching employment was in Ontario. Only two per cent gave another Canadian province or territory as their location of employment, and one per cent indicated a foreign country (see Table 32). The French-language cohort differed only slightly in that no one was teaching outside of Canada, but a higher proportion were in other provinces.

TABLE 32

**EMPLOYMENT OF 1990-1991
TEACHER EDUCATION GRADUATES
BY LOCATION**

LOCATION OF FULL AND PART-TIME TEACHERS*	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Ontario	96.9%	96.5%	96.9%
Other Canadian Provinces	2%	3.5%	2.1%
Other Countries	1.1%	0	1%

* Supply teachers are not included except where they hold full-time contracts as supernumerary teachers.

Foreign countries employing new Canadian teachers from this cohort included the United States, England, France, Belgium, Switzerland, Italy, Hong Kong,

Japan, Malaysia, Cambodia, Columbia, Ecuador, Kuwait and Lesotho. The largest concentrations of hiring were in Columbia and Hong Kong and almost all of the graduates who were hired in those two countries had graduated from a faculty of education with an active international program, including practice teaching opportunities abroad as an option in the program, placement counselling and an international job fair. Other provinces and territories employing Ontario teacher education graduates included all but Saskatchewan, Prince Edward Island and the Yukon. The largest concentrations of the new English-language hirees were found in British Columbia, Alberta, Quebec and the Northwest Territories. For the French-language graduates, Quebec was the main other destination other than Ontario.

Within Ontario, two-thirds of all 1990-1991 teacher education graduates who were employed full-time as teachers were located in central Ontario, with 45 per cent in the Greater Metropolitan Toronto area and 25 per cent in Metropolitan Toronto (see Table 33). A further 12 per cent were hired in western Ontario, 9 per cent in eastern Ontario and 6.5 per cent in the northern regions. The French-language recruits differed markedly from the overall pattern set by their English-language counterparts. The largest concentrations of them were found in eastern Ontario (28 per cent) and the northern regions (28 per cent). Only 22 per cent were located in Central Ontario with 7.8 per cent in the Greater Metropolitan Toronto area and 7 per cent in western Ontario.

TABLE 33
EMPLOYMENT DISTRIBUTION OF 1990-1991
TEACHER EDUCATION GRADUATES IN ONTARIO

REGION OF ONTARIO	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Central Ontario (including Metropolitan Toronto or Greater Metropolitan Toronto)	70.8% (23%) (49%)	22.4% (7.8%)	66.4% (45.3%)
Western Ontario	12.3%	7.2%	11.8%
Eastern Ontario	7.3%	28.2%	9.2%
Northeastern Ontario	1.7%	4.1%	1.9%
Northwestern Ontario	1.5%	12.3%	2.6%
Midnorthern Ontario	1.1%	11.3%	2%
Unknown part of Ontario	2.2%	11%	3%

Note: Employment according to region of Ontario is shown for all respondents who were employed full-time or part-time in 1991-1992. Supply teachers are only included where they hold full-time contracts as supernumerary teachers. An additional 3.1% of the overall group of employed teachers were engaged in teaching outside of Ontario as shown in table 31.

H. CORRESPONDENCE BETWEEN EMPLOYMENT AND TRAINING

Overall, more than three-quarters of the graduates who were employed full- and part-time were teaching in the divisional levels for which they were trained (see Table 34). The correspondence between the area of study in teacher

education and the division or type of employment was especially high for Technological Studies (91.5 per cent), the Intermediate/Senior Divisions (86.6 per cent) and the Primary/Junior Divisions (85 per cent). The match dropped sharply in the Junior/Intermediate divisions, and no one trained in Native Studies reported employment in teaching native students. Supply teachers were not included when examining this aspect because of the high degree of variability that is often characteristic of their work assignments. By law, they can be assigned to do almost anything, regardless of background, where they are required for brief and temporary tasks.

The French-language cohort, when separated from the total, showed less correspondence except for the Intermediate/Senior Divisions which were at 87 per cent. The match for the Primary/Junior and the Junior/Intermediate Divisions was 71 per cent and 55 per cent respectively.

While the match between division of study and employment are fairly high, actual teaching subjects and employment do not show the same degree of correspondence. In regard to correspondence between subject area of specialization studied during teacher education and employment of full-time and part-time teachers, almost one-half of the graduates reported that they had not been assigned to teach in their subject options (see Table 35). For Technological Studies and Intermediate/Senior level teachers this meant that they were not using either of the subject options studied in their teacher education programs; for Junior/Intermediate teachers it signified that they were not using their one teaching subject, but were assigned to general duties at the Junior level or some other work.

TABLE 34**CORRESPONDENCE BETWEEN DIVISION OF STUDY
IN TEACHER EDUCATION AND DIVISION OF EMPLOYMENT
FOR NEW FULL-TIME AND PART-TIME TEACHERS**

	Correspondence Between Training and Employment		
DIVISION	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Primary/Junior	86.9%	71%	85%
Junior/Intermediate	68%	55%	66.8%
Intermediate/Senior	86.5%	87%	86.6%
Technological Studies	91.5%	Not applicable	91.5%
Native Studies	0%	Not applicable	0%

Overall, 66 per cent of Intermediate/Senior teachers were teaching in one of their two subject specialties which held true for both the English-language and French-language recruits. The level dropped to 41 per cent for the Junior/Intermediate teachers overall, and even more dramatically to 21 per cent for the French-language cohort. New Technological Studies teachers had the lowest degree of correspondence between studies and employment with only 28.8 per cent teaching in at least one of their two specialty areas.

TABLE 35

**CORRESPONDENCE BETWEEN SUBJECT AREA OF
SPECIALIZATION IN TEACHER EDUCATION AND
EMPLOYMENT OF FULL-TIME AND PART-TIME TEACHERS**

DIVISION	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
	Degree of Correspondence		
Junior/Intermediate	47.8%	21%	41.1%
Intermediate/Senior	66%	68%	66%
Technological Studies	28%	Not applicable	28.8%

Note: Primary/Junior and Native Studies graduates do not have a subject designation. Intermediate/Senior and Technological Studies teachers shown in this table are teaching in at least one of their two subjects of specialization studied in their teacher education programs; Junior/Intermediate teachers shown are teaching in their own subject area at the Intermediate level.

Comparison of the employment of the 1991 recruits with their subject teaching assignments, based on information they provided, also allowed for an analysis of the areas that were not being taught by educators holding qualifications to do so (see Table 36). Mathematics was the frontrunner in this regard. It occupied the largest proportion (13 per cent) of all subjects reported as being taught by unqualified instructors (*i.e.*, not having acquired the subject as a teaching option during teacher training). Following mathematics were the sciences at 8.4 per cent, English at 7.5 per cent or 11.1 per cent when combined with Language Arts and Technological Studies at 6.1 per cent and a long list of other subjects. It is significant that French (Core and Immersion), which in the recent past has appeared very high on such lists (Smith, 1989), was reported

only at a level of 3.8 per cent. This information is in accord with the reduction in growth levels of participation in French immersion in Ontario since 1990.

TABLE 36
INTERMEDIATE/SENIOR SUBJECTS TAUGHT
BY NEW FULL-TIME AND PART-TIME TEACHERS
WITHOUT QUALIFICATIONS IN THE SPECIALIZATION

SUBJECT/AREA	PERCENTAGE OF ALL I/S SUBJECTS REPORTED AS BEING TAUGHT WITHOUT QUALIFICATIONS
Mathematics	13%
Sciences (General, Biology Chemistry, Physics)	8.4%
English (combined with Language Arts)	7.5% (11.1%)
Technological Studies (various areas)	6.1%
Geography	5.7%
History	5.6%
French (Core & Immersion)	3.8%
Language Arts	3.6%
Music	3.4%
Special Education	3.4%
Physical Education	3.2%
Art	3.1%
Keyboarding	2.8%
Guidance	2.6%
Business	2.5%
Computer Science/Computer Studies	2.2%
All Other Subjects	23.1%

I. A GLIMPSE OF THE FIRST YEAR OF TEACHING

The graduates of the 1990-1991 teacher education class who were recruited to work as elementary and secondary teachers were asked to reflect on their early experiences in the fall of 1992 after they had completed one full year of teaching and were embarking on their second year. They were asked a range of questions including such queries as what their degree of satisfaction is with teaching, how long they expect to remain as teachers, what level of support they receive in their schools, who their mentors are, and what they find most satisfying and most frustrating about their work.

The degree of satisfaction with teaching after one year of experience is at an extremely high level in this group. Approximately 70 per cent indicated that they are highly satisfied and the remainder rated themselves as moderately satisfied. Fewer than one per cent reported a low level of satisfaction. The French and English-language groups rated themselves similarly for each category (see Table 37).

When asked what is the single most satisfying aspect of their work, 95.2 per cent of them gave responses which could be classified under the broader categories of interpersonal and service aspects. Their motivation, in this regard, had not changed greatly since their student days except to have perhaps strengthened with the hindsight of a year's experience. The remaining 4.8 per cent of the respondents listed a variety of aspects related to the nature of the work (variety, challenge, impart a love of learning or of my subject knowledge) or themselves (allows self growth, use of my creativity) or

work conditions (money, summer holidays). It was interesting to note that autonomy or independence in one's classroom work, which had figured rather prominently as a secondary consideration in answers given prior to beginning teaching, was offered by only .26 per cent of these second year teachers.

TABLE 37
DEGREE OF SATISFACTION
AFTER ONE YEAR OF TEACHING

Degree of Satisfaction	Percentage of Teachers	
	English-Language	French-Language
High	69.1%	68.8%
Moderate	30.1%	31.2%
Low	.8%	0%

The majority of this group viewed teaching as their life's work (see Table 38). The expectation to remain permanently in teaching (including some breaks) was confirmed by 85 per cent of the English-language recruits and 89.1 per cent of the French-language teachers. In both groups about 10 per cent of the respondents did not expect to remain permanently, and in the English-language sectors an additional 5.1 per cent of the respondents were uncertain. Those teachers who did not expect to stay or were unsure had a variety of other

possibilities which they were entertaining for the future, but there was no particular theme or pattern to the responses. Included amongst those individuals who did not expect to remain as teachers were some people who wished to become school board administrators such as vice-principals, principals, superintendents and directors. While they did not view such a move as staying in teaching, it was clear that they expected to remain as part of the education system. Other plans included such aspirations as social work, law, politics and raising a family. A smaller proportion of the group did not know what they wanted to do in future; they saw teaching as an interim activity and their teacher education degree as a possible "passport" to some other interesting work. Most respondents did not have definite or immediate timelines for their alternate plans, but said, "sometime in the future", "maybe in five or ten years" or "when I acquire the necessary degree".

TABLE 38
EXPECTATION TO STAY
IN TEACHING PERMANENTLY

Expectation	Percentage of Teachers	
	English-Language	French-Language
Yes	84.7%	89.1%
No	10.2%	10.9%
Uncertain	5.1%	0%

During their graduating year in teacher education, the majority of respondents viewed love and understanding of children as the most important characteristic of a good teacher. However, after one year of teaching, the single most helpful personal strength was deemed to be patience (27.3 per cent), followed by sense of humour (11 per cent), flexibility (9.2 per cent), organizational skills (7.1 per cent) and love of children (3.2 per cent). A large variety of other strengths were given but none in any particular concentration (see Table 39).

TABLE 39
SINGLE MOST HELPFUL PERSONAL
STRENGTH FOR FIRST YEAR TEACHERS

Strength	Percentage of Teachers
Patience	27.3%
Flexibility	9.2%
Sense of Humour	11%
Organizational Skills	7.1%
Love of Children	3.2%
All Other Strengths	42.2%

The single most frustrating aspect of their work as first year teachers was considered by 20 per cent of them to be discipline or classroom management (see Table 40). In addition, 10.1 per cent noted classroom administration and

paperwork unrelated to actual teaching, 9.3 per cent cited lack of time to do all the things that were needed, and 8 per cent were frustrated by a lack of materials, equipment and other resources. Many other complaints were stated in smaller proportions.

TABLE 40
MOST FRUSTRATING ASPECT OF WORK
FOR FIRST YEAR TEACHERS

Aspect	Percentage of Teachers
Discipline/Class Management	20%
Classroom Administration/Paperwork	10.1%
Lack of Time	9.3%
Lack of Resources	8%
All Other Aspects	47.4%

A little more than one-half of these novice teachers perceived that they receive a high level of support in their teaching (see Table 41). On the other hand, approximately 10 per cent of them think that the level of support for their work is low. There is no significant difference between the French and the English-language teachers on this aspect of their work.

TABLE 41
LEVEL OF SUPPORT IN SCHOOL
FOR FIRST YEAR TEACHERS

Teacher Perception of Support	Percentage of Teachers	
	English-Language	French-Language
High	53.1%	53.7%
Moderate	38.6%	35%
Low	8.3%	11.3%

The main source of support to this group of new teachers is an experienced teacher who has not been designated in any formal way as a mentor (see Table 42). While almost 40 per cent of the respondents indicated that an experienced teacher was the most helpful person in their school, the next closest category was another inexperienced teacher (13 per cent) followed by the principal (12.9 per cent). Vice-principals and department heads were also listed as most helpful by 8.4 and 7.6 per cent respectively of the overall group. Altogether, people in other roles such as secretaries, teacher aide and caretaker were chosen by 12.3 per cent of the teachers. Fewer than one per cent of these teachers said that no one was helpful in supporting their work.

English and French-language teachers are roughly similar with an even greater weighting toward an experienced teacher as the leading source of support to French-language teachers. However, when comparisons are done between

elementary and secondary school levels in both groups, it can be seen that the pattern changes somewhat for the secondary teachers. Disaggregating them from the total group shows that they rate the most helpful school personnel as: (1) experienced teachers – 34.7 per cent; (2) department heads – 23.2 per cent and (3) other beginning teacher – 11.2 per cent. Designated mentors were reported by only 1.4 per cent of secondary teachers, but seven per cent of the elementary teachers indicate that they have been a main source of support.

TABLE 42

SOURCES OF SUPPORT TO FIRST YEAR TEACHERS

Most Helpful to Me in My School	Percentage of Teachers		
	Elementary	Secondary	Total
Experienced Teacher	37.4%	34.7%	36.6%
Other Beginning Teacher	14.1%	11.2%	13%
Principal	16.1%	7%	12.9%
Vice-Principal	7.6%	9.8%	8.4%
Department Head	0%	23.2%	7.6%
Designated Mentor	6.7%	1.4%	4.8%
Consultant	5.5%	0%	3.8%
Others (Including Secretary, Teacher Aide, Caretaker)	12.4%	12%	12.3%
No one	.2%	.7%	.4%

There was a noticeable shift upward in level of commitment of the group to becoming and/or remaining as a teacher from the period during their teacher education program to the end of their first year of teaching or other activity. While the percentage of graduates overall who had a low level of commitment remained stable, the percentage who rated themselves as having a high degree of commitment grew from about 56 per cent to 80 per cent. The large movement from the moderate to the high category was accounted for by teachers employed full-time who had obviously been affected by their job status and experience in teaching.

Hindsight had not changed the graduates ratings and views of their teacher education programs which remained relatively constant with their thoughts during their graduating year as described in a previous chapter. Approximately six per cent still perceived it as excellent, 15 per cent as poor and the remainder were divided between satisfactory and good ratings.

As well, what they appreciated most in their teacher education programs and their suggestions for improvement remained consistent. In the fall of 1992, 70 per cent of the respondents indicated that practice teaching had been the single most helpful aspect of the program for them. The next closest item, methodology courses, was chosen by 4.5 per cent of them. The suggestions for improvement or single most crucial aspects of the program requiring improvement were still in large measure more discussion of practice and less theory, more practice teaching, more practical assignments, more instruction on classroom management and better instructors.

In regard to career choice, approximately three-quarters of the respondents said that teaching was their occupation of preference; they previously had no occupation other than teaching that they wished to pursue. The remaining 25 per cent had a variety of other occupations in which they were interested, but they decided not to pursue them. The most prominent reasons in order of importance were found to be: (1) lack of money - 6 per cent; (2) perceived lack of job availability - 5.6 per cent; (3) family reasons - 5.3 per cent; and (4) time required - 5 per cent. Loss of interest and teaching as a suitable alternative were also prominent reasons amongst the French-language teachers, but they were not significant factors to the English-language teachers or in the overall group. Grades were shown to be a deterrent to pursuing other desirable or more desirable careers by fewer than three per cent of the group.

The findings in this study are in accord with other Canadian research on teacher education students (Violato and Travis, 1990). However, they are not in keeping with American studies. Lortie (1975) found that teaching was the first occupational choice of only one-third of his subjects. Two-thirds of his subjects had only chosen teaching because of "blocked aspirations" when they could not be admitted to other career programs such as law and medicine which demanded higher grades, more time and /or greater cost. The results of a recent Canadian study (King and Peart, 1992) also show that one-half of their subjects had considered another career before settling on teaching, although no reasons are given for their decisions not to proceed. Further, the data is not strictly comparable to the findings in this study, since a large portion of their subjects were teachers with lengthy experience in teaching who made their career choices under very different social circumstances. Once again, changing social forces seem to provide a clue which warrants further investigation.

VII. Non-Entrants to Teaching

A comparison of the employment status of the various groups that constitute the Ontario teacher education graduating class of 1990-1991 shows that 8.1 per cent or 445 people can be classified, strictly speaking, as non-entrants to elementary and secondary school teaching (see Table 43). These individuals have no role of any kind as teachers in public, separate or private schools in Ontario or elsewhere. However, another group also categorized themselves as non-entrants in most cases. Supply teachers and others without contracts, engaged in such activities as night school, generally perceived themselves to be non-entrants. They comprise 20 per cent of the overall group and number 1,099. As well, in previous studies of teacher supply and demand, they have normally been assigned to this category, despite the valuable role they play in the education system. Together, these two groups total 28.1 per cent of the 1991 graduating class and include 1,544 people.

An analysis based on language of the program shows the English and French-language groups to be very similar on all employment status categories for both entry and non-entry to teaching. Although proportions are the same, much smaller numbers of people are involved when considering the French-language group because of the far smaller overall size of their cohort. For example, non-

entrants to any form of elementary and secondary school teaching number 31 from French-language programs and 411 for the English-language ones. Overall, when supply teaching and other categories are included French-language graduates constitute only 105 of the total of 1,544 non-entrants.

TABLE 43

**ENTRANTS AND NON-ENTRANTS TO TEACHING:
THE CLASS OF 1991**

Employment Status	English-Language Cohort		English-Language Cohort		Total	
	% of Graduates	Number of Graduates	% of Graduates	Number of Graduates	% of Graduates	Number of Graduates
Full-Time	64.6%	3,282	64.8%	270	64.7%	3,557
Part-Time	7%	356	9.9%	41	7.2%	396
Supply and Other Teaching	20.3%	1,031	17.8%	74	20%	1,099
Non-Entrants	8.1%	411	7.5%	31	8.1%	445

Non-entrants to the teaching profession can be categorized in two main ways: (1) those who wish to obtain employment but are unable to do so, and (2) those who do not wish to enter (a) immediately / in the near future or (b) ever.

Approximately two-thirds of non-entrants overall and three-quarters of the French non-entrants said that they *did* seek employment (see Table 44).

A. EMPLOYMENT SEARCH IN EDUCATION

Of the non-entrants, more than 80 per cent intended to seek employment at some time in the future, and mainly in the immediate future. Fewer than 10 per cent of the non-entrants, who comprise only 2.5 per cent of the total population of the 1990-1991 graduating class, said that they would not seek employment again in the near future (see table 45). When the French-language non-entrants are disaggregated from the total, it can be seen that 98 per cent of them intend to seek teaching employment again and only two per cent do not expect to seek work in education in the near future. Therefore, the actual real loss through non-entrants is likely extremely small. Comparisons with other professions, which are made in a subsequent chapter of this report, further confirm this understanding in relative terms.

TABLE 44

EMPLOYMENT SEARCH BY 1991 NON-ENTRANTS TO TEACHING

EMPLOYMENT SEARCH	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Sought Employment in 1991	63.2%	76.3%	66%
Did Not Seek Employment in 1991	36.8%	27.7%	34%

TABLE 45
INTENTION OF 1991 NON-ENTRANTS TO
SEEK WORK IN EDUCATION

Intention	English-Language Cohort	French-Language Cohort	Total
Will Seek in Near Future	77%	98%	82%
Will Not Seek in Near Future	10%	2%	5%
Unknown	13%	0%	13%

B. EXPLANATIONS FOR NOT BEING EMPLOYED AS A FULL-TIME OR PART-TIME TEACHER

Both in the overall group of respondents and in the cohorts disaggregated by English and French-language, approximately 80 per cent of the reasons given by all types of non-entrants including anyone who did not enter full- or part-time teaching related to lack of available positions. The remaining 20 per cent of the explanations indicated that non-entrants chose not to enter teaching. The explanations offered by the subjects in this study differ sharply with findings in the literature. Previous studies done in the United States, Great Britain and Canada whether done in times of oversupply of teachers or periods of shortage have indicated opposite results. Benton (1985), Bogad (1983), Cook (1987), Masland and Williams (1983) and others indicate that the majority of teachers

choose not to enter teaching because of personal reasons or circumstances rather than job market conditions. Personal reasons related to value differences such as other career alternatives, basic value conflicts with the orientation of the profession and hesitancy to set up an adult life structure or characteristics such as being married or relatively young were the types of reason cited. Examination of the specific reasons or categories of reasons given by the subjects of this study as well as statistical comparisons of various factors such as age to employment status reveal that such personal differences played a relatively small part in determining employment outcomes.

In doing this research, one of the distinctions that was drawn was between those graduates who had sought employment but were unable to secure a teaching job and those who did not seek work as teachers at all.

C. REASONS GIVEN FOR NOT OBTAINING EMPLOYMENT IN TEACHING

Nearly 80 per cent of the reasons given (some respondents gave more than one reason) by both the English- and French-language respondents related to job market conditions or lack of job availability (*e.g.*, "no jobs", "no jobs in my area", "no jobs in my subject or level", "too much competition for jobs", "experienced surplus teachers given jobs ahead of new graduates"). Among the remaining responses were a variety of reasons of a less general nature related to job market conditions, but no other single reason or set of reasons presented a significant cluster (see Table 46). Other types of reasons offered to explain why teaching jobs had not been secured included an unwillingness or

inability to re-locate (5.2 per cent), uncertainty because of lack of feedback (5 per cent), poor interviews related to lack of confidence (1.5 per cent) and a variety of other reasons such as "no connections", "didn't try hard enough", "applied late", "didn't like the job I was offered", "I don't want to teach French", and "I refuse to be pool-hired".

TABLE 46
REASONS GIVEN BY NON-ENTRANTS
FOR NOT OBTAINING EMPLOYMENT

Reasons	% of Non-Entrants
Jobs Not Available	18.3%
Lack of Demand in my Geographic Area	11.2%
Lack of Demand for my Subject/Level	10.4%
Lack of Teaching Experience	7.5%
More Experienced Teachers/Supply Teachers Hired First	5.2%
Not Sure, No Feedback	5.0%
Unwilling/Unable to Re-Locate	5.2%
Don't Have High Demand Subject	3.8%
Budget Cuts in Boards/Recession	2.5%
Hiring Freeze in Boards	2.5%
Lack of Confidence/Poor Interviews	1.5%
Other Reasons (mainly related to job market conditions)	26.9%

D. REASONS GIVEN FOR NOT SEEKING EMPLOYMENT

The leading reason given by both the English-language and French-language non-entrants who had not sought a job was "further study/qualifications", which accounted for 23.5 per cent of all the reasons given (see Table 47). Although not everyone indicated what they were studying, some indicated that they were gaining extra qualifications for work in teaching; others were preparing for another field such as social work or university teaching.

The second most common reason was related to family responsibilities and maternity (e.g., "pregnant, staying home with young children") which accounted for 18.4 per cent of the reasons for the English-language group and 19.5 per cent of the French-language respondents in this category or about 18.4 per cent overall. A further 15.6 per cent of the reasons related to individuals not wanting to work full-time. Often this reason appeared to be related, as well, to combining care of children or some other activity such as study with occasional work.

Remaining reasons included: Planning to move/moved – 7.5 per cent; employed outside teaching (career alternative) – 7.5 per cent; wish to travel – 6.1 per cent; returned to previous job or career – 5.2 per cent; no confidence in training or discouraged – 3.3 per cent; needed time off after years of study – 3.3 per cent and illness/personal reasons – 2.8 per cent. A variety of other reasons in no significant cluster totalled 6.8 per cent of the reasons. Individuals returning to their previous jobs gave assorted explanations. Many found it easy and comfortable to return when there was not an obvious, secure full-time position available in teaching or a particularly attractive one; some decided that the

salary of a beginning teacher no longer seemed to be a feasible amount to support their lifestyles. A few individuals said that they had only intended to complete teacher education to enhance their work *e.g.*, college or university teaching while they had the opportunity of a leave of absence arrangement or sabbatical.

TABLE 47
**REASONS GIVEN FOR NOT SEEKING
A TEACHING POSITION IN 1991-1992**

REASON	ENGLISH-LANGUAGE COHORT	FRENCH-LANGUAGE COHORT	TOTAL
Further Study	23.4%	26%	23.5%
Family Reasons, Stay Home with Child, Pregnancy	18.3%	19.5%	18.4%
Did not want Full-time Work, Just Part-time or Supply	15.7%	12.5%	15.6%
Planning to Move/Moved	8.1%	0	7.5%
Employed Outside Teaching	7.6%	7%	7.5%
Wish to Travel	6.6%	0	6.1%
Returned to Previous Career/Job	5.1%	7%	5.2%
No Confidence in Training/ Discouraged	3%	7%	3.3%
Need Time Off After Years of Study/Rest	3%	7%	3.3%
Ill/Personal	3%	0	2.8%
Other Reasons	6.2%	14%	6.8%

When comparisons are done between entrants and non-entrants on a range of factors such as age, sex, visible minority status, prior related experience and other background characteristics, there appears to be no statistically significant relationship between any of these characteristics and employment status. It has also been suggested anecdotally that non-entrants may not understand job search processes or may be unaware of job opportunities or somehow do not try as hard as entrants to secure employment. However, it was found that on average non-entrants in this study actually submitted more applications for jobs than their peers who were employed full-time (see Table 48).

In addition, the number of interviews attended was not highly significant. In the French-language group, graduates who had not entered teaching at all had a slightly higher average number of interviews than those working full-time, although supply teachers attended the lowest number of interviews. In the English-language cohort, graduates employed as supply or part-time teachers had an equal or greater number of interviews on average than their counterparts who secured full-time work in teaching, but individuals who had never entered teaching had slightly fewer interviews. While aggregate numbers always mask some individual differences, the overall means for the various groups are all within a close range. It should be noted that both entrants and non-entrants expressed dismay about school board hiring procedures such as pool hiring, the need to have "connections", the need to go "door to door" and what they considered to be other forms of unfairness in the hiring process.

TABLE 48				
AVERAGE NUMBER OF APPLICATIONS AND INTERVIEWS MADE IN SEEKING EMPLOYMENT: COMPARISON OF NON-ENTRANTS TO OTHER EMPLOYED GROUPS				
EMPLOYMENT STATUS IN EDUCATION	ENGLISH-LANGUAGE COHORT		FRENCH-LANGUAGE COHORT	
	Applications	Interviews	Applications	Interviews
	Mean	Mean	Mean	Mean
Full-time	7.2	2.6	4.7	3.3
Part-time	11.7	3.1	5.5	2.9
Supply	11	2.5	6.5	2.2
Not Employed in Education (Non-Entrants)	12.2	1.8	6.1	3.5

E. OCCUPATIONS OF NON-ENTRANTS TO TEACHING

Graduates who did not enter teaching at all were asked to state their other full-time employment or activity. Further study was indicated as constituting 21.2 per cent of the employment/activity and 25.2 per cent of the work was related to instructional and social service areas such as university and college teaching or childcare (see Table 49). Homemaker and mother as a full-time occupation was reported as only 5.4 per cent of the activity which did not accord with the higher level of reasons reported by graduates who did not seek employment. It is likely that some people either did not think to list this activity under a category termed full-time employment/activity or that some individuals who had not sought jobs have ended up doing some supply teaching and do not regard motherhood as their full-time activity. The remaining 48.2 per cent of the full-time employment/activity represented a broad array of 75 occupations including the following examples: laboratory technician, pharmacy assistant,

chauffeur, hairdresser, bank teller, psychometrist, government clerk, firefighter, construction worker, museum curator, electrician, trapper, professional engineer, salesperson, minister, hospital fundraiser, librarian, bartender, waitress, self-employed (manufacturing business), medical laboratory technologist, research officer, secretary, project consultant, real estate agent, television production co-ordinator, marketing representative, relief worker, physiotherapist and career counsellor.

TABLE 49

**FULL-TIME EMPLOYMENT OR ACTIVITY REPORTED
BY NON-ENTRANTS TO ELEMENTARY AND
SECONDARY SCHOOL TEACHING**

Employment/Activity	Percentage of Other Employment/Activity Reported
Further Study	21.2%
College/University Teaching	9.4%
Mother/Homemaker	5.4%
Social Services for Children and Youth	5.4%
Instructional Work in Industry and Other Settings	3.4%
Childcare, Daycare	3%
All Other Employment Activity (approx. 75)	48.2%

F. ONE YEAR AFTER GRADUATION

Analysis of the third survey completed by members of the 1990-1991 teacher education class one year after graduation in the fall of 1992 reveals that the employment situation intentions and reasons for not attaining or seeking employment had remained very constant from the fall of 1991. There was a small loss in full-time employment status of about one per cent, but the overall residual gain in employment was 1.7 per cent of the respondents or 3.5 per cent of the respondents who had been non-entrants in the fall of 1991. However, more than one-third of the entrants overall and 40 per cent of the French-language group indicated that they were in a different job in September, 1992 than in September 1991. Proportions remained the same as those reported in previous chapters in regard to whether graduates were teaching in Ontario or elsewhere, in public, private or separate schools and at the elementary or secondary level.

Reasons for not obtaining a job still related predominantly to lack of job availability and labour market conditions. The most noticeable changes occurred in the reason for not seeking a position in the fall of 1992. Previously, the leading reasons were "further study" followed by "family reasons/pregnancy/staying home with children". A year later "further study" was a much less significant third place reason following family reasons and alternate/or self employment, presumably because many individuals had been completing one year of extra studies which had ended by the fall of 1992.

VIII. A Comparative Look at Entrants to Other Professions

As a part of the process of examining the employment of the graduates of teacher education institutions in the teaching profession, it is useful to explore what occurs in other professions.

This section considers the data concerning the employment of graduates in four other professions—engineering, law, medicine and nursing—in order to provide some sense of a comparable context for the teaching profession.

Before considering the relevant data, several general observations on the literature should be offered. Based on extensive searches and consultations, it is clear that there is a dearth of systematic data on employment in these professions, perhaps even less than is available concerning teaching. Employment for graduates in these fields may not have been felt to be sufficiently problematic to inspire much research. It would appear that, at least until recently, there has been a general assumption that graduates use their training or are at least reasonably successful in pursuing their professional careers.

A second observation is that the formulation of comparable criteria for determining what a professional employed in full-time practice is, is more

complex and problematic for some professions. For example, engineers may work in managerial capacities; lawyers may be employed in a variety of types of positions, as notaries working in government services and elsewhere. Given the state of the literature, it is not always possible to use as comparably clear and precise a set of criteria for all of the professions as has been employed for teachers. Normally, studies done in Ontario have used the status of being a full-time teacher in a publicly funded school to signal employment.

Third, it is particularly important to be sensitive to the time period from which the data are drawn, since economic climate has a significant impact on employment. Results for recent graduates, especially with regard to those most dependent on economic activity, such as engineers and lawyers, are more apt to be affected. For example, differences of 10 to 20 per cent fluctuations up or down in the employment rates of recent graduates appear to occur even in short, two or three year time spans.

Finally, response rates of less than 50 per cent are found in many of these studies. Such rates of return, especially where less than total population surveys are done and correction factors have not been applied, must make one cautious about drawing inferences or generalizations about the actual employment status of the population under consideration. One cannot be certain that the distribution of employment in such a large group of non-respondents is similar to that in the set of respondents.

In sum, then, the concern of this report, given the dearth of data, the complexities of comparisons, and the tentativeness with which inferences can

or should be drawn, in some cases, will be to try to identify apparently reasonable ranges or approximations for the employment of the recent graduates of various professional groups.

A. THE EMPLOYMENT OF GRADUATES OF PROFESSIONAL FACULTIES: NATIONAL SURVEYS

Several large-scale studies in Canada and the United States offer the most comprehensive recent sources of data for a variety of professions.

In Canada, major national studies were conducted by the federal government in the 1980s (Clark, 1991 and 1992). In one study, over 31,000 respondents from the 1982 graduating class of universities and colleges across Canada were interviewed in 1984 and again in 1987 to examine, among other things, the relationship between their employment and their major field of study. A parallel study was conducted in 1988 in regard to the 1986 graduating class.

There are some limitations on the utility of these reports for the purposes of this study. The categories for field of study are somewhat broader and the measures of employment in the professions are not as precise as would be ideal. Nevertheless, these studies offer some useful and suggestive data.

University graduates of various professional programs were asked to indicate whether they were employed full-time. Table 1 summarizes the results of the research findings for these studies.

TABLE 50**FULL-TIME EMPLOYMENT OF 1982 AND
1986 GRADUATES BY PROGRAM OF STUDY**

Major Program of Study	1982 Graduates Working Full-time in 1984	1986 Graduates Working Full-time in 1988
Education	74%	78%
Engineering & applied sciences	80%	82%
Health Professions (incl. nursing)	84%	77%

Even more directly relevant to our purposes, graduates who were employed full-time were also asked if their current jobs were directly related to their major areas of educational study. Table 2 summarizes these results.

TABLE 51**EMPLOYMENT IN JOBS DIRECTLY RELATED TO PROGRAM OF
STUDY FOR 1982 AND 1986 GRADUATES**

Major Program of Study	1982 Grads in 1984	1986 Grads in 1988
Education	61%	66%
Engineering & Applied Sciences	57%	56%
Health Professions (incl. Nursing)	81%	74%

Note: The term "Health Professions" includes nurses and related occupations. It does not include doctors.

In regard to the United States, Braddock and Hecker (1984 and 1988) report the results of two large-scale studies, each with samples of about 10,000 graduates. The 1984 publication reports the labour force status of the graduating class of 1980 about one year after graduation, and the 1988 publication reports comparable information about the labour force status of the class of 1984. The results are summarized in Table 3.

TABLE 52
**PROPORTION OF RECENT BACCALAUREATE
RECIPIENTS EMPLOYED IN AN OCCUPATION DIRECTLY
RELATED TO THEIR FIELD OF STUDY**

	Class of 1980 One Year Later	Class of 1984 One Year Later
Education*	70% **	68% ****
Engineering	82% ***	78%
Nursing	86%	93% *****
* excludes physical education ** 6% of these are employed on a part-time basis *** includes 2% engineering technicians and 3% computer specialists **** about one fifth are employed on a part-time basis ***** 86% are registered nurses and 7% are in other health related professions.		

Porter (1989) reports somewhat less positive results based on a follow-up survey of 1985-86 bachelor's degree recipients one year after graduation. Based on about 15,000 respondents (yielding a 69 per cent response rate), he found that 73 per cent of those trained as health professionals or health technicians (a category broader than nursing) were employed in those fields on

a full-time basis, 57 per cent of those trained in engineering were employed as engineers, and 50 per cent of those trained as educators were employed full-time as teachers.

B. DATA FROM PROVINCIAL AND STATE JURISDICTIONS

Table 53 summarizes several of the large-scale surveys of recent university graduates that were conducted in the mid 1980s in such jurisdictions as Ontario (Denton, *et al.*, 1987), Pennsylvania (Brehman, 1986), North Carolina (University of North Carolina, 1986) and Michigan (Scheetz and Gardner, 1989). Graduates of universities in these jurisdictions were surveyed about one year after graduation with regard to their employment status. Response rates in the 60 to 70 per cent range were received in these studies from the various populations of graduates ranging in numbers from 10,000 to 50,000.

TABLE 53 GRADUATES EMPLOYED FULL-TIME IN THEIR FIELD OF STUDY					
	Ontario (1985)*	Pennsylvania (1983)	(1984)	N. Carolina (1984)	Michigan (1988)
Education	61%	56%	62%	62%	65%
Engineering	76%	72%	80%	67%	78%
Health Professions	84%	90%	87%	93%	80%
Law	X	n/a	54%	X	X
* All years refer to year of graduation.					

C. STUDIES OF EMPLOYMENT IN THE PROFESSIONS

1. LAW

Probably the most useful and relevant Canadian data on the legal profession are reported by Stager (1990). Based on a large-scale follow-up study of those who attained LLB degrees in 1982 in Canada, it was reported that about four-fifths had become lawyers or notaries within five years of graduation. However, this figure excluded 6 per cent of the respondents who did not report their employment, were unemployed or were in full-time study. This would reduce the estimated figure to about 75 per cent. Also, it should be noted that this study used the criterion of employment within five years rather than, as most of the other studies we are dealing with, one or two years after graduation.

Further, as Stager observes, we "do not know how many LLB graduates do not seek admission" (p. 116) to the Bar. If this figure were only ten per cent, then the 75 per cent figure would decline even further.

Another way of exploring the employment rate of law graduates arises from a report of the Law Society of Upper Canada (1991) concerning a survey of lawyers called to the Bar in Ontario between 1975 and 1990. The study reports that there were approximately 12,500 members in good standing with the Law Society from the graduates of this period, whereas data concerning the graduates of Ontario law schools indicate that there were approximately 21,000 in this period. This would suggest that approximately 60 per cent of graduates become and remain lawyers over an extended period. This figure

would be consistent with the 75 per cent indicated above which had not been reduced by the number of graduates who are not called to the Bar, who did not leave the profession over the more extended period of time, or who are members of the Law Society but are not fully employed as lawyers.

More recent information suggests a bleaker picture for those called to the Bar. J. Spence, Treasurer of the Law Society of Upper Canada is reported to have said,

We don't have any hard numbers, but we do have the impression that many of our new members do not have jobs.
(Tyler, 1992)

Further, Tyler (1992) reports estimates of 75 to 90 per cent of the current 1991 graduating class of lawyers in Ontario being unable to find jobs. While this seems extremely high, several deans of law faculties in Ontario who were consulted offered estimates ranging from 30 to 70 per cent unemployment rates for their recent graduates.

In the United States, Kutscher (1985) reports that in 1980-81 about 20,000 of the 42,000 who became employed as lawyers had been in school the previous year or were under the age of 25, and thus, were probably recent graduates. Since about 36,000 law degrees were granted in the United States in that year, the figure of 20,000 out of 36,000 (56 per cent) would set a rough upper limit for the approximation of those recent graduates who had obtained employment as lawyers.

2. MEDICINE

While information on the medical profession is scant and difficult to locate, statistical surveys in Canada and the United States, verbal reports from informed sources and qualitative studies strongly suggest that the proportion of individuals who drop out of medical school or who do not proceed from medical school into practice is extremely small.

Indeed, one administrator at an Ontario university indicated that virtually every member of their incoming class goes on to graduate after completing a four-year program, proceeds to the licensing examination, and through the internship of one or two years duration.

This high rate of follow through is also consistent with data from the Department of Employment and Immigration, Canada (1990) which indicates that about 98 per cent of MDs enter the profession. Jennett, *et al.* (1990) report a Canadian study completed in 1986 which surveyed 745 graduates of the University of Calgary's medical school between 1973 and 1985. This figure represented 92 per cent of the graduates from that period. Of the 603 respondents for a response rate of 81 per cent, it was found that only 1.5 per cent of these respondents were not working as doctors. Although this study refers to employment within a more extended period of time than one or two years of graduation, it is reasonable, at least for the medical profession, to assume that it is likely a fairly accurate figure for the period shortly following graduation as well.

A major survey of a sample of the 1989 graduates of leading medical schools in the United States (Swanson, 1989) found that a very large proportion of the graduates went on to obtain residencies (97.7 per cent). Only 118 (2.3 per cent) of 5,217 did not secure such positions. Similarly, a large survey (11,048) representing 66 per cent of final year students in medical schools in the United States in 1985 found that about 96 per cent planned to do at least one year of residency (Dial, 1986).

Since the proportion of medical school graduates who go into practice is so high, and since medical school is lengthy and demanding, it might be expected that some "leakage" from the profession occurs prior to graduation. However, a major source of Canadian data (Association of Canadian Medical Colleges, 1991) reports that the attrition rate from medical schools across Canada in 1989-1990 was only .8 per cent (57 of 7,072). Further, in 1988-1989, it was only 1.1 per cent or 80 of 7,124 (Association of Canadian Medical Colleges, 1990).

3. NURSING

Sources for the Ontario College of Nurses report that 80-85 per cent of their 103,000 certified nursing members are working in the profession. This would be consistent with data reported by the Department of Employment and Immigration (1990) for Canada as a whole which reports about 80 per cent of college and university graduates with nursing degrees were employed full-time in nursing.

A number of other follow-up studies of nursing graduates also report a high rate of employment of recent graduates in the profession. Cassells (1988) reports a large-scale United States study conducted in 1987 with a 61 per cent rate of return which found that, six months after graduation, 94 per cent of the RN Baccalaureate graduates were employed as RNs. It should be noted that this group is not strictly comparable to the other professional groups under consideration in this report, since many of these graduates were already practising nurses and have continued on their education to attain a baccalaureate degree.

Studies of the nursing graduates of particular institutions in the 1980s reported employment in the upper levels of the 70-80 per cent range within the nursing profession shortly after graduation (Dincher & Flaherty, 1988, Scott, 1982, and Prince George's Community College, 1989).

4. ENGINEERING

A large-scale study of the 1978 and 1979 recipients of undergraduate engineering degrees conducted in the United States in 1980 obtained a response rate of 58 per cent. The findings showed that the "utilization rate" of engineering graduates (that is, engineering graduates who are employed in engineering jobs) was 90 per cent (National Science Foundation, 1982).

Another National Science Foundation study looked at 1980 engineering graduates with a response rate of 47 per cent (Le Bold, 1983). Of the respondents, 81 per cent were found to be employed full-time in engineering jobs.

One dean of an engineering faculty in Ontario who also has knowledge of the broader Canadian scene made the following statement:

Ordinarily, a very high proportion of the engineering graduates obtain employment in engineering. However, this year there is a severe drop in hiring, certainly in Ontario and probably nationally.

D. SUMMATION

What does this picture of the different professions add up to? There is some variation across jurisdictions and at different time periods under different economic conditions. There is also some ambiguity or uncertainty introduced by different and, in some cases, low response rates and by different criteria for categories of employment. However, it would appear that one could draw the following inferences:

1. MEDICAL DOCTORS

Although data concerning medical doctors is not plentiful, it is clear and consistent and shows an extremely high rate of utilization of medical graduates. It indicates that *95 to 98 per cent* of medical school graduates proceed to attain employment as doctors.

2. NURSES

The figure for the nursing profession is somewhat more variable across the studies which were reviewed, ranging from 73 per cent to 94 per cent

employment rates. Part of the difficulty is that in many studies nursing is included with other health professionals—although it tends to be the dominant category. Moreover, a further complicating factor is that there are different sorts of degrees included in the category of nursing graduates (those from community or junior colleges and baccalaureates in nursing from universities being two main differences). Nevertheless, most reports and studies appear to cluster within a range of *85 per cent* as a reasonable approximation for the proportion of nursing graduates who enter the profession.

3. ENGINEERS

There is considerable variability in the reported hiring rates of engineers, ranging from the mid 50 per cent level to 90 per cent. However, the inclusion of graduates of applied sciences in one particular study appears to draw the proportion down. It would generally appear that, in average economic times in economically developed jurisdictions when the category of engineers is the only focus of study, the proportion of engineering graduates who enter engineering is generally in the range of *80 per cent* or greater.

4. LAWYERS

Clearly, this group has the lowest rate of graduate entry into the profession among the four types considered in this report. How low the rate actually is seems to depend heavily on how lean the economic times are, with figures in the 30 to 40 per cent range appearing to be a reasonable estimate in the current recessionary period. Under more normal circumstances, studies appear to

indicate that the *60 per cent range* is a reasonable approximation of the proportion of law school graduates who enter legal practice.

Comparisons of employment between teachers and other professions are not easily done, since there are precise criteria for judging whether teachers are employed as elementary and secondary educators while definitions are less clear cut for other groups. However, the data suggest that doctors are employed at a higher rate, nurses and engineers are hired within a fairly comparable range and lawyers are employed at a lower rate. Use of broader criteria to include non-entrants to teaching employed in university, college and other forms of teaching work would increase the rate for teachers.

IX Concluding Remarks

INTRODUCTION

Despite the difficulties of reducing large quantities of data to a few key indicators, and attempting to interpret the results sensibly, this study confirms many of the commonly-held notions about teacher education in Ontario. It also challenges certain myths and presents a few surprises. In addition, it provides a volume of precise detail never before available about teacher education candidates, their programs and their career paths in the early years of teaching.

The findings of this study are replete with implications for many issues and conditions currently being considered in the context of reform and restructuring in teacher education and education in general. Several findings also fly in the face of conventional wisdom. Since this study is unique in its portrayal of the perspective of the student in teacher education and the beginning teacher in schools, many of the findings can be juxtaposed against the perspective that is normally heard in the literature, that of the administrator or academic in government, school boards and universities. In doing so, a myriad of questions can be raised with regard to such issues as admissions in teacher education and program, structure and directions of reform and restructuring in both teacher education and in schools.

In these times of renewed interest in teacher quality and the teaching culture, an understanding of salient characteristics and features of a population such as the subjects of this study helps us to gain an awareness of important attitudinal variances which affect the calibre and motivation of teachers and the quality of schooling we can expect. For example, it is noteworthy in this study that the subjects appear to have a rather conventional orientation to life and teaching. They appear to be solid citizens who worry about society in general and are caring individuals who want to nurture young people and remain within their circle of family and friends. They do not appear to view themselves particularly as change agents. Indeed, the majority of them said that they wanted to do the same kinds of things for students as their teachers had done for them. Many feel that they owe society a debt as a result of their own schooling. Only a very small proportion said that their purpose in becoming a teacher was to do something different, to break the mold. Juxtapose this image of the new teacher education graduates against the calls for reform and the growing academic culture in teacher education.

The subjects of this study are saying in large measure that they are satisfied with teacher education programs as they exist, but mainly because of the practice teaching and practical aspects of the program. In fact, they are highly critical of the theoretical and academic aspects especially without a heavy emphasis on application. As suggestions, they call for more information on discipline, more extensive work in practice teaching in the schools and more practical, applied assignments. In the face of this mindset, reformers will have to ask themselves how this thinking accords with their notions about the role of the teacher as change agent or reflective practitioner and the nature of schooling. Are these views at odds or are they merely the same thoughts

expressed from different vantage points? How do these notions mesh or do they? In the context of these seeming incompatibilities, the question of whose vision is it or will it be needs to be addressed in a very significant way. It has long been known that educational change amounts to what the teacher in the classroom thinks and does and little more. If the voice of these recipients of teacher education and inductees into the profession are not heard or heard only faintly, even the greatest and most sincere efforts at reform may founder for lack of support and enthusiasm. The people fighting the battle on the front lines must be believers. Any reconceptualization of teacher education and schooling that does not take account of this situation is not likely to flourish and take root.

Although the information presented in this report raises a wide range of questions, the following findings and conclusions are offered. Since the summary remarks are devoid of their full context, it is urged that relevant sections of the text of the report also be consulted for any given point.

SUMMARY OF FINDINGS AND CONCLUSIONS

1. The Ontario teacher education class of 1990-1991 consisted of 5,497 candidates housed in nine English-language and two French-language programs in ten teacher education institutions (see Appendix A). There were 5,080 English-language and 417 French-language teacher education candidates enrolled in the programs.
2. Approximately 85 per cent of the 1990-1991 Ontario teacher education graduates were enrolled in one-year consecutive programs and the

remaining 15 per cent were completing the final year of a concurrent program.

3. These subjects of the study were tracked in a three-stage survey process over a two year period from their student days in teacher education in 1990-1991 until the beginning of their second year of teaching or other activity. An overall response rate of more than 60 per cent was obtained.
4. When data for the French-language and English-language cohorts were disaggregated, it was found that the two groups were very similar in many ways. However, there were also important differences. While both similarities and differences are discussed throughout the report, only differences are highlighted in this summary section of the study.

DEMOGRAPHIC BACKGROUND

5. The gender composition of the group, which was 74 per cent female and 26 per cent male, indicates a further decline in the proportion of men entering elementary and secondary school teaching in Ontario. Although the proportion of females has grown overall and at the Junior/Intermediate and Intermediate/Senior levels, there is an increase of men in the Primary and Junior Divisions. In comparison with a 9:1 ratio of women to men in elementary teaching in 1988, this study found a ratio of 8:2.
6. The proportion of women to men in the student body of this teacher education class was in almost inverse proportion to the composition of

the full-time faculty members who taught them in their teacher education programs. In 1991, approximately two-thirds of the full-time teaching staff of faculties of education were male and one-third were female. In addition, the leadership or decision-makers in teacher education are predominantly male.

7. Analysis of the age profile of the teacher education cohort of 1990-1991 shows an age range from 20 to 56 years. However, more than 70 per cent of the total group fall in the 22 to 30 age range, with nearly 50 per cent in the 22 to 25 year range. Nevertheless, it is significant that close to one-quarter of the group is over 30 years of age including 6 per cent who fall in the over 40 category. The mean or average age is 24 for the French-speaking cohort and 28 for the English-language group.
8. In regard to relationship status, 56 per cent of the group identified themselves as single, 40 per cent as married or equivalent and 2.5 per cent as single, divorced or widowed. The French-language candidates were more apt to be single with almost two-thirds in this category; the difference was considered to be a function of their lower age profile.
9. The high proportion (86 per cent) of all 1990-1991 teacher education graduates who are Canadian born appears to coincide with findings about faculties of education in other studies. Within Canada, the group is predominantly Ontario born (76 per cent). In addition, more than 20 per cent of the French-language cohort show Quebec as their place of birth.

10. An analysis of the languages spoken by the teacher education class of 1990-1991 shows that 90.6 per cent of the English-language cohort report English as their first language and 90.5 per cent of the French-language group report French as their first language. In addition, 5.7 per cent of the French-language group report English, and 1.6 per cent of the English-language candidates report French as their first language. Italian was the next largest category overall amongst first languages with only 2 per cent of the overall cohort reporting it (2.1 per cent for the English-language cohort and 1.1 per cent for the French-language cohort). More than 40 other first languages were listed for the remainder but in no significant concentrations.
11. In the overall teacher education group, less than one-half (44.2 per cent) report a second language. However, the French-language cohort is much more heavily bilingual (99.4 per cent) than the English-language group (38 per cent). English was the second language of 91 per cent of the French-language group, while only 17 per cent of the English-language cohort listed French as their second language. A further eight per cent of each cohort reported the language of their program as their second language. Once again, Italian was the third largest concentration, followed by German and Spanish. In the overall cohort 15.6 per cent indicated a third language with the French-language group having a small advantage in this regard.
12. The ethnic background of the 1990-1991 teacher education cohort can be described as largely white Anglo-Saxon or British (56.1 per cent) and white European (37.2 per cent) for a total of 93.3 per cent in these two

main categories. The white European group includes people from 25 different backgrounds, the most significant being French (11.5 per cent), Italian (9.3 per cent) and German (4.7 per cent). The remaining 6.7 per cent of the group originate from 20 different ethnic backgrounds with most of the graduates (5.3 per cent) in this category claiming visible minority status.

13. Although 5.3 per cent of the overall 1990-1991 student body in the teacher education institutions had visible minority status, there was a considerable range amongst faculties of education in this regard. The highest proportion was 9.9 per cent of one institution's student body and the lowest was 1.1 per cent. On the basis of the current data, the visible minority presence amongst the students (5.3 per cent) is larger than the overall level among the teaching staff (3.3 per cent), many of whom are secondees holding positions of a temporary nature.

EDUCATIONAL BACKGROUND

14. Three-quarters of the 1990-1991 teacher education cohort reported that the type of first academic degree they had earned was a Bachelor of Arts degree. A further 10 per cent held a Bachelor of Science degree and the remaining 15 per cent held a large variety of other bachelor's degrees such as Bachelor of Music, Bachelor of Social Work, Bachelor of Fine Arts, Bachelor of Commerce, Bachelor of Theology and Bachelor of Physical Education. There were also several people who held a first degree in law (LLB) and one in medicine. Two-thirds of the group had obtained first

degrees within the three years leading up to 1991 and 80 per cent had obtained them within six years.

15. One of the most contentious matters in recent years has been the perception that many teacher education insititutions emphasize grade point averages too heavily as an admission criterion. It is noteworthy that the findings in this study do not support what has been anecdotally understood. In fact, the majority of students (63.4 per cent) report a B average, most of the remainder an A average (30 per cent), four per cent a C average and less than one per cent a D average. The French-language candidates report a profile with fewer than 20 per cent in the A range and a large proportion of Bs (69.3 per cent) and Cs (10.8 per cent).
16. In addition to first bachelor's level academic degrees, 10 per cent of the overall teacher education group also hold advanced or graduate degrees, approximately nine per cent at the master's level and one per cent at the doctoral level. Almost one-half of these credentials are Master of Arts degrees. In some cases, individuals entering elementary and secondary classrooms in Ontario in the fall of 1991 held four degrees with the most common combination being a BA, a BEd, an MA and a PhD. Even at minimum, teacher education graduates held a BA and a BEd. Therefore, new entrants to the teaching force in Ontario are very highly educated in comparison with their counterparts of just two decades ago.
17. Another kind of preparatory background experience which many in the 1990-1991 teacher education class held in good measure was previous related or direct experience in teaching. A substantial number (39 per

cent) had six months to one year of direct and/or related experience (*e.g.*, other educational and social service programs for children, youth and adults) and 18 per cent had more than one year of related and/or direct teaching experience of one kind or another. On the other hand, 16 per cent had no previous related experience of any type and 27 per cent had only a small amount. Many of these people said that they had chosen their faculty of education because the grades only or mainly grades requirement allowed them to overcome their lack of background.

SELECTION OF AND PERCEPTIONS ABOUT TEACHER EDUCATION PROGRAMS

18. Students gave a large variety of reasons for selecting to study in the teacher education programs where they were located in 1990-1991. By far the largest, however, was location of the faculty or program. Nearly one-half said that their choice was based on location with an even higher proportion of French-language students (61.4 per cent) giving this reason. Other main reasons for selection included such things as: the reputation of the program or university; the type of program; acceptance into the program and entrance requirements.
19. When asked about their degree of commitment to their teacher education program while enrolled, 56 per cent said that they were very strongly committed, 38 per cent classified their commitment as moderate and approximately 5 per cent said that they had none or were unsure. A substantial proportion who rated their commitment as very strong to moderate distinguished between the practicum or practice teaching

aspects and seminar courses taught by education professors. They generally said that while they felt a moderate to very strong positive feeling toward their field experiences that they had much less, and in many cases, little or no regard for the in-class aspects of their program.

20. The majority of students rated their programs as good (37.5 per cent) or satisfactory (42 per cent) in terms of the degree of success in meeting their needs. A further 5.5 per cent saw it as excellent and 15 per cent felt that it was poor. The French-language candidates saw their programs similarly with three per cent perceiving it to be excellent and 20 per cent as poor. Again, distinctions were made between the in-class and practicum aspects of the programs. More than two-thirds of all students who rated their programs in the satisfactory to excellent range said that they had done so mainly on the strength of the professional or practical aspects of the program.
21. In comparison with previous degree studies, more than two-thirds of them reported that they found their education work leading to a BEd either "as difficult" (59 per cent) or "more difficult" (9 per cent). Thirty-two per cent found their program "less difficult". Many students also perceived their teacher education programs as "intense", in that there was a great deal to accomplish during a relatively short space of time, and activities were very time-consuming.
22. Two-thirds of all students were in programs that provided a total of 40 to 50 days of practice teaching. However, almost 30 per cent were in programs that allowed for 80 to 120 days of experience. When asked their

views about the amount of practice teaching in their programs, 30 per cent said that there was "not enough" and 65 per cent thought that it was "about right". Only five per cent felt that there was "too much". The French-language candidates who experienced less practicum overall felt more strongly (56 per cent) that they had "not enough". In fact, the three main suggestions for improvement of teacher education programs by the overall cohort in order of importance were: (1) more information on discipline and classroom management; (2) more practice teaching; and (3) more practical assignments or better application of theory to practice.

VIEWS ON RE-LOCATION FOR EMPLOYMENT PURPOSES

23. On the question of re-location to another part of Ontario, more than one-half said that they would not consider such a move. English-language and French-language candidates were very similar in their reactions. The main reasons given were with regard to family and friends whether the answers came from respondents who were married, single or divorced. Considerations stemmed from a sense of "rootedness".
24. About the same proportion (over one-half) of students said that they would not remain in or re-locate to Metropolitan Toronto. However, this question brought a whole different kind of reaction. The respondents who reacted negatively said that their primary reason was a strong dislike of current living conditions in large urban centres. As noted previously, North American social scientists have begun to describe a phobia of big cities related to quality of life concerns which is causing a reversal of an almost two hundred year old trend that started during the Industrial

Revolution. There appears to be a growing preference for life in small towns and in the countryside which the subjects in this study also confirm. The implications of this kind of reversal will need to be considered by large urban school boards with regard to hiring practices, working conditions and retention patterns in future. School boards that, in the past few decades, have been highly preferred places of employment may find recruitment and retention of their teaching staff increasingly challenging prospects in the future.

REASONS FOR BECOMING A TEACHER

25. Overwhelmingly, students in the 1990-1991 teacher education cohort explained that they had chosen to become teachers for interpersonal and service reasons which they felt would lead to a high degree of job satisfaction in their lives. They explained that they liked people, and particularly loved children and wanted to serve society. No other factor compared with this overriding theme. However, autonomy in one's work which was seen as adding to job satisfaction was the next closest type of reason listed. Teacher education students felt that they would have a good deal of independence or freedom conducting their own classrooms and, in effect, that they would be their "own boss". Some even described it as "self-employment". A small but significant number of respondents mentioned material benefits, holidays, time flexibility or other work conditions, not as primary reasons so much as bonuses in doing work they would want to do anyway. The findings in this study depart somewhat from previous Canadian and American research data, but are in keeping with other recent Canadian research. Among other things, this

pattern of findings may result from a shift in societal values over the past two decades.

THE RECRUITS OF 1991

26. The rate of success in securing employment in public, separate or private schools in Canada and elsewhere was 91.9 per cent overall including full-time, part-time, supply and other teaching work. The full-time hiring rate of 64.7 per cent includes those hired in private schools (3 per cent) and in schools outside of Ontario (3.5 per cent). This hiring rate represents a slight decline from the record of the late 1980s, but is much more favourable than the employment levels of the early to mid 1980s.
27. An expected 20-year cycle of demand for teachers from 1988-2008 that was forecast in several jurisdictions (Alberta Education, 1989; Darling-Hammond, 1984; Pajakowski, 1984; Smith, 1989) materialized only briefly before North America was swept by a lengthy and unexpected recession which has drastically altered many of the factors on which projections were predicated. Whether this situation has temporarily suspended predictions of the 1980s or permanently changed conditions for the long-term future remains to be seen. In addition, by the onset of the recession, Ontario had altered its output of teacher education graduates from approximately 3,400 in 1987-1988 to 5,500 in 1990-1991.
28. There was a good deal of variation with regard to the proportion of graduates who were hired full-time from each of the teacher education

institutions ranging from 50.2 per cent to 81.9 per cent. This variation appeared to be the result of a combination of factors including the geographic location of the teacher education program and permanent home addresses of their students. However, the matter appears to warrant more attention in future research .

29. An analysis of employment of respondents shows a high degree of consistency in comparisons between proportions employed and proportion of representation for all categories of qualifications and types of employment. For example, graduates holding Primary/Junior Division qualifications comprise 49.2 per cent of the respondents, a proportion which reflects their participation in the total 1990-1991 teacher education enrolment well. This group holds 50 per cent of all full-time employment, 45.9 per cent of part-time positions and 49.1 per cent of the supply and other teaching employment. There was similar consistency of representation in other categories in which Junior/Intermediate, Intermediate/Senior and Technological Studies graduates held 19, 28 and 2 per cent respectively of all full-time employment.
30. There is a high degree of correspondence between first language of teacher education and first language of instruction for employment. Only one per cent of each of the English-language and French-language respondents had migrated from the language of their teacher education program to full-time employment in the other language. The majority of English-language respondents (84.9 per cent) taught full-time in English-language classes. This proportion increases for both part-time and supply teaching. The majority of French-language (72.3 per cent) respondents

also teach full-time in French-language schools. However, more than one-quarter of them teach in English-language schools in French immersion (17.8 per cent) and French core (8.9 per cent) classes full-time.

31. Approximately two-thirds of all graduates were hired by public school boards and the remaining one-third were recruited mainly by Roman Catholic separate school boards, except for three per cent who were located in private schools. The English-language and French-language graduates have almost an exactly reverse relationship with public and separate boards, with more than two-thirds of the English-language group hired by public boards and the same proportion of the French-language cohort recruited to separate schools.
32. The majority of graduates (97 per cent) reported that their teaching employment was in Ontario. Only two per cent gave another Canadian province or territory as their location of employment, and one per cent indicated a foreign country. The French-language cohort differed only slightly in that no one was teaching outside of Canada, but a higher proportion were in other provinces and mainly Quebec.

CORRESPONDENCE BETWEEN EMPLOYMENT AND TEACHER EDUCATION

33. Overall, more than three-quarters of the graduates who were employed full- and part-time were teaching in the divisional levels for which they were trained. The correspondence between the area of study in teacher education and the division or type of employment was especially high for

Technological Studies (91.5 per cent), the Intermediate/Senior Division (86.6 per cent) and the Primary/Junior Division (85 per cent). The match dropped in the Junior/Intermediate Division to 68 per cent overall and 55 per cent for the French-language group, and no one trained in Native Studies reported employment in teaching native students.

34. In regard to correspondence between subject area or specialization studied during teacher education and employment of full-time and part-time teachers, almost one-half of the graduates reported that they had *not* been assigned to teach in their subject options. For Technological Studies and Intermediate/Senior level teachers this meant that they were not using either of the two subject options studied in their teacher education programs; for Junior/Intermediate teachers it signified that they were not using their one teaching subject, but were assigned to general duties at the Junior level or some other work.
35. Comparison of the employment of the 1991 recruits with their subject teaching assignments, based on information they provided, also allowed for an analysis of the areas that were not being taught by educators holding qualifications to do so. Mathematics was the frontrunner in this regard. It occupied the largest proportion (13 per cent) of all subjects reported as being taught by unqualified instructors (*i.e.*, not having acquired the subject as a teaching option during teacher training). Following mathematics, were the sciences at 8.4 per cent, English at 7.5 per cent or 11.1 per cent when combined with Language Arts and Technological Studies at 6.1 per cent and a long list of other subjects.

A GLIMPSE OF THE FIRST YEAR OF TEACHING

36. The degree of satisfaction with teaching after one year of experience is at an extremely high level in this group. Almost 70 per cent indicated that they are highly satisfied and most of the remainder rated themselves as moderately satisfied. Fewer than one per cent reported a low level of satisfaction.
37. When asked what is the single most satisfying aspect of their work, 95.2 per cent of them gave responses which could be classified under the broader categories of interpersonal and service aspects. Their motivation, in this regard, had not changed greatly since their student days except to have perhaps strengthened with the hindsight of a year's experience. It was interesting to note that autonomy or independence in one's classroom work, which had figured rather prominently as a secondary consideration in answers given prior to beginning teaching, was offered by only .26 per cent of these second year teachers.
38. The majority of this group viewed teaching as their life's work. The expectation to remain permanently in teaching (including some breaks) was confirmed by 85 per cent of the English-language recruits and 89.1 per cent of the French-language teachers. In both groups, about 10 per cent of the respondents did not expect to remain permanently, and in the English-language sector an additional 5.1 per cent of the respondents were uncertain. Those teachers who did not expect to stay or were unsure had a variety of other possibilities which they were entertaining for the future, but there was no particular theme or pattern to the responses.

39. During their graduating year in teacher education, the majority of respondents viewed love and understanding of children as the most important characteristic of a good teacher. However, after one year of teaching, the single most helpful personal strength was deemed to be patience (27.3 per cent), followed by sense of humour (11 per cent), flexibility (9.2 per cent), organizational skills (7.1 per cent) and love of children (3.2 per cent). A large variety of other strengths were given but none in any particular concentration.
40. The single most frustrating aspect of their work as first year teachers was considered by 20 per cent of them to be discipline or classroom management. In addition, 10.1 per cent noted classroom administration and paperwork unrelated to actual teaching, 9.3 per cent cited lack of time to do all the things that were needed, and 8 per cent were frustrated by a lack of materials, equipment and other resources. Many other complaints were stated in smaller proportions.
41. A little more than one-half of these novice teachers perceived that they receive a high level of support in their teaching. On the other hand, approximately 10 per cent of them think that the level of support for their work is low. The main source of support to this group of new teachers is an experienced teacher who has not been designated in any formal way as a mentor. While nearly 40 per cent of the respondents indicated that an experienced teacher was the most helpful person in their school, the next closest category was another inexperienced teacher (13 per cent) followed by the principal (12.9 per cent). Vice-principals and department

heads were also listed as most helpful by 8.4 and 7.6 per cent respectively of the overall group. Altogether, people in other roles such as secretaries, teacher aides and caretakers were chosen by 12.3 per cent of the teachers. Fewer than one per cent of these teachers said that no one was helpful in supporting their work.

42. With regard to their main source of support, there are no significant differences between English and French-language teachers. However, when comparisons are done between elementary and secondary school levels in both groups, it can be seen that the pattern changes somewhat for the secondary teachers. Disaggregating them from the total group shows that they rate the most helpful school personnel as: (1) experienced teachers – 50.5 per cent; (2) department heads – 26.3 per cent and (3) other beginning teachers – 10.5 per cent. Designated mentors were not reported by any secondary school teachers, but seven per cent of the elementary teachers indicate that they have been a main source of support.
43. There was a noticeable shift upward in level of commitment of the group to becoming and/or remaining as a teacher from the period during their teacher education program to the end of their first year of teaching or other activity. While the percentage of graduates overall who had a low level of commitment remained stable, the percentage who rated themselves as having a high degree of commitment grew from about 56 per cent to 80 per cent. The large movement from the moderate to the high category was accounted for by teachers employed full-time who had obviously been affected by their job status and experience in teaching.

44. In regard to career choice, approximately three-quarters of the respondents said that teaching was their occupation of preference; they previously had no occupation other than teaching that they wished to pursue. The remaining 25 per cent had an interest in a variety of other occupations which they did not pursue. The most prominent reasons for their decisions in order of importance were found to be: (1) lack of money; (2) perceived lack of job availability; (3) family reasons; and (4) time constraints. Grades were not shown to be a deterrent to pursuing other desirable or more desirable careers. The "blocked aspirations" theory found in previous research with American teachers was not borne out in this study.

NON-ENTRANTS TO TEACHING

45. A comparison of the employment status of the various groups that constitute the Ontario teacher education graduating class of 1990-1991 shows that 8.1 per cent or 445 people can be classified, strictly speaking, as non-entrants to elementary and secondary school teaching. These individuals have no role of any kind as teachers in public, separate or private schools in Ontario or elsewhere.
46. Another group also categorized themselves as non-entrants in most cases. Supply teachers and others without contracts, engaged in such activities as night school, generally perceived themselves to be non-entrants. They comprise 20 per cent of the overall group and number 1,099. As well, in previous studies of teacher supply and demand, they

have normally been assigned to this category, despite the valuable role they play in the education system.

47. Approximately two-thirds of non-entrants overall and three-quarters of the French non-entrants said that they *did* seek employment. Of the non-entrants, more than 80 per cent intended to seek employment at some time in the future, and mainly in the immediate future.
48. Both in the overall group of respondents and in the cohorts disaggregated by English and French-language, approximately 80 per cent of the reasons given by all types of non-entrants including anyone who did not enter full- or part-time teaching related to lack of available positions. The remaining 20 per cent of the explanations indicated that non-entrants chose not to enter teaching. The explanations offered by the subjects in this study differ sharply with findings in the literature which indicate that the majority of teachers choose not to enter teaching because of personal reasons or circumstances rather than job market conditions.
49. The leading reason given by non-entrants who had not sought a job was "further study/qualifications", which accounted for 23.5 per cent of all the reasons given. The second most common reason was related to family responsibilities and maternity (*e.g.*, "pregnant," "staying home with young children") which accounted for about 18.4 per cent overall. A further 15.6 per cent of the reasons related to individuals not wanting to work full-time. Remaining reasons included: Planning to move/moved – 7.5 per cent; employed outside teaching (career alternative) – 7.5 per cent; wish to travel – 6.1 per cent; returned to

previous job or career – 5.2 per cent; no confidence in training or discouraged – 3.3 per cent; needed time off after years of study – 3.3 per cent and illness/personal reasons – 2.8 per cent.

50. When comparisons are done between entrants and non-entrants on a range of factors such as age, sex, visible minority status, prior related experience and other background characteristics, there appears to be no statistically significant relationship between any of these characteristics and employment status.
51. It has also been suggested anecdotally that non-entrants may not understand job search processes or may be unaware of job opportunities or somehow do not try as hard as entrants to secure employment. Yet, it was found that, on average, non-entrants in this study actually submitted more applications for jobs than their peers who were employed full-time. In addition, the number of interviews attended by entrants and non-entrants was not significantly different.
52. It should be noted that both entrants and non-entrants expressed dismay about school board hiring procedures such as pool hiring, the need to have "connections", the need to go "door to door" and what they considered to be other forms of unfairness in the hiring process.
53. Graduates who did not enter teaching at all were asked to state their other full-time employment or activity. Further study was indicated as constituting 21.2 per cent of the employment/activity and 25.2 per cent of the work was related to instructional and social service areas such as

university and college teaching or childcare. Homemaker and mother as a full-time occupation was reported as only 5.4 per cent of the activity which did not accord with the higher level of reasons reported by graduates who did not seek employment. It is likely that some people either did not think to list this activity under a category termed full-time employment/activity or that some individuals who had not sought jobs have ended up doing some supply teaching and do not regard motherhood as their full-time activity. The remaining 48.2 per cent of the full-time employment/activity represented a broad array of 75 occupations.

54. Analysis of the third survey completed by members of the 1990-1991 teacher education class one year after graduation in the fall of 1992 reveals that the employment situation, intentions and reasons for not attaining or seeking employment had remained very constant from the fall of 1991. There was a small loss in full-time employment status of about one per cent, but the overall residual gain in employment was 1.7 per cent of the respondents or 3.5 per cent of the respondents who had been non-entrants in the fall of 1991. It is noteworthy that more than one-third of the entrants overall and 40 per cent of the French-language group indicated that they were in a different job than they had been in 1991.
55. Comparisons of employment between teachers and other professions are not easily made. There are precise criteria for judging whether teachers are employed as elementary and secondary educators, while definitions are less clear cut for other groups. Nevertheless, the data suggest that doctors are employed at a higher rate, nurses and engineers are hired within a fairly comparable range and lawyers are employed at a lower

rate. Use of broader criteria to include non-entrants to teaching employed in university, college and other forms of teaching work would further increase the rate for teachers.

This study has addressed a range of issues and attempted to answer some questions about teacher education and the process of becoming a teacher. In the course of conducting the research, many more questions have been raised which appear to warrant further investigation. Moreover, the current period of changing social, economic and educational factors suggests the need for on-going monitoring of teacher education and the profession.

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APPENDIX A

TEACHER EDUCATION INSTITUTIONS IN ONTARIO

Brock University, Faculty of Education, St. Catharines

Lakehead University, School of Education, Thunder Bay

Laurentian University, School of Education, Sudbury

Nipissing University, Faculty of Education, North Bay

University of Ottawa, Faculty of Education, Ottawa

Queen's University, Faculty of Education, Kingston

University of Toronto, Faculty of Education, Toronto

University of Western Ontario, Faculty of Education, London

University of Windsor, Faculty of Education, Windsor

York University, Faculty of Education, North York

Note: The Ontario Institute for Studies in Education, affiliated with the University of Toronto, provides graduate studies in education. No reference has been made to it in this study, since the subjects were undergraduate pre-service students.

APPENDIX B

MINISTRY OF EDUCATION RESEARCH PROJECT

February 15, 1991

Dear Faculty of Education Student:

The Ministry of Education has initiated a research study which will involve all of the faculties, schools and colleges of education in Ontario and their 1991 cohort of 6,000 graduating students. Since you are one of this group of people, information you provide will be very important in ensuring the ultimate success of the project.

It is hoped that the information which is collected about policies and practices in teacher education and about the backgrounds, satisfaction and hiring rates of the students will help to serve you and all others involved in education well. Therefore, we are asking you to complete the enclosed questionnaire in the one half hour of class time which is provided for you. You will be allowed to do it in a private and confidential manner, and then to return it sealed in the attached envelope to the person on site in your class.

I want to assure you that your questionnaire and any other information you provide will be held in strictest confidence to be used only within the research project. It will not be seen by anyone else in your faculty, school or college of education or used in any other way. Once data are collected and analyzed, they will be presented in an aggregate or anonymous fashion such that no individual student would ever be identified. If there is any question(s) which you do not want to answer, you have a right to choose whether to do so.

Finally, you will be contacted on two other occasions after graduation in the fall of 1991 and again in 1992. At those times you will be asked to complete a brief questionnaire about whether you are employed in teaching and how you are enjoying it. In order to do this, it is very important for us to have your permanent mailing address. In the meantime, if you have any questions or a change of address please be in touch with:

Professor Laverne Smith
Box 316, Postal Station Z
Toronto, Ontario M5N 2Z5

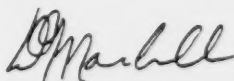
Your help in carrying out this very important research work is much appreciated.

Best wishes for a successful year.

Yours sincerely,



Laverne Smith
Co-Principal Investigator



David Marshall
Co-Principal Investigator

SURVEY QUESTIONNAIRE

1990-91

***COHORT OF 6,000 FACULTY OF EDUCATION
GRADUATING STUDENTS***

In compliance with the Freedom of Information and Protection of Privacy Act, 1987, please note the following:

Authorization for the collection of this information is the Education Act RSO, 1980 Chapter 129.

Individuals in this survey are 1990-91 Faculty of Education graduating students.

This information will be used for research purposes. No personally identifiable information will be retained at completion of the study or released for any purpose other than that for which authorization has been given. For additional information concerning this collection contact:

**Janet Intscher
Centre for Teacher Education
Ministry of Education
(416)965-6039**

**FIRST SURVEY OF THE COHORT OF 1990-1991
GRADUATING STUDENTS FROM TEACHER
EDUCATION INSTITUTIONS IN ONTARIO**

1.0 GENERAL INFORMATION:

1.1 Name: _____

1.2 Current Address – Number, Street and Apt. No. or P.O. Box, R.R.: _____

City _____ Province _____ Postal Code _____

1.3 Home Telephone Number: (____) _____ - _____

1.4 Permanent Address (if different from 1.2 above): _____

City _____ Province _____ Postal Code _____

Home Telephone Number: (____) _____ - _____

If you are uncertain, please give your parents' address or some other on-going contact where mail could be passed on over the next two years.

2.0 EDUCATIONAL BACKGROUND:

Secondary School Education

2.1 Secondary School Attended: _____

Location: _____

2.2 Year of Graduation: _____

2.3 Grade Average in Graduating Year: A ☐ B ☐ C ☐ D ☐

University Education

2.4 University Attended: _____

2.5 Year of Graduation: _____

2.6 Average in Graduating Year: A ☐ B ☐ C ☐ D ☐

2.7 Bachelor's Degree Received: BA ☐ BSc ☐ BFA ☐ Other ☐

2.8 Major Subject(s): _____

2.9 Other Higher Degrees Received: MED ☐ MA ☐ PhD ☐ Other ☐

3.0 TEACHING QUALIFICATION INFORMATION:

3.1 Faculty, School or College of Education Attending: _____

3.2 How did you select it? Main reasons: _____

3.3 Division:
Primary/Junior ☐ Junior/Intermediate ☐ Intermediate/Senior ☐
Technological Studies ☐

3.4 Subject Specialty (*e.g. English, History, *Science*):
* If Science, please specify area such as Chemistry, Biology, Physics

3.5 Type of Program: Consecutive ☐ or Concurrent ☐

3.6 Amount of time in practice teaching (*e.g. 8 weeks, 90 days*) by completion of total Education program: _____

3.7 The amount of practice teaching time is:
Too Much ☐ About Right ☐ Not Enough ☐

3.8 Rate how well you think you are doing overall in the program so far:
Poor ☐ Satisfactory ☐ Good ☐ Excellent ☐

3.9 Rate how well you think you are doing in practice teaching so far:
Poor ☐ Satisfactory ☐ Good ☐ Excellent ☐

3.10 How strongly committed do you feel to the program?
Very Strongly ☐ Moderately so ☐ Not at all ☐ Not sure ☐

3.11 How do you perceive the degree of difficulty of your Education program in comparison with other studies you have taken?
Very Difficult ☐ Moderately Difficult ☐ Not at all Difficult ☐

3.12 How well do you feel the program is meeting your needs?
Poor ☐ Satisfactory ☐ Good ☐ Excellent ☐

3.13 Are there other things you would like to see included in the program? Please explain: _____

4.0 **FEELINGS ABOUT TEACHING:**

4.1 Why do you want to be a teacher?

4.2 What do you think the qualities of a good teacher are?

5.0 **PREVIOUS EMPLOYMENT AND EXPERIENCE PROFILE:**

Please list below previous employment and important experiences – paid and unpaid.
(Asterisk those which involved children, e.g., camp counsellor)

Activity	Paid	Unpaid	Approximate Length of time (e.g., 2weeks, 1month, 3years)

6.0 **THE FUTURE — EXPECTATIONS AND INTENTIONS:**

6.1 Do you fully intend to seek a teaching position for next year?

Yes ☐

No ☐

Not Sure ☐

If "No", (a) what other plans do you have? _____

(b) when do you plan to seek a teaching position? _____

6.2 Are you aware of the job opportunities that are available?

Yes ☐

No ☐

6.3 How do you perceive your chances of getting a teaching position?

Excellent ☐

Good ☐

Fair ☐

Poor ☐

Why? _____

6.4 Where do you intend to teach (*part of Ontario or place outside of Ontario*)?

6.5 If necessary, would you be willing to re-locate to another part of Ontario to obtain a teaching position? Yes ☐ No ☐

If "No", why not? _____

6.6 If necessary, would you remain in or re-locate to Metropolitan Toronto to obtain a teaching position? Yes ☐ No ☐

If "No", why not? _____

6.7 What is your understanding of the approximate beginning salary for teachers?

Approximate amount: \$ _____

Uncertain ☐

6.8 What are your long term career plans, expectations and aspirations?

6.9 Do you perceive any possible barriers to your plans? If so, please explain.

7.0 PERSONAL AND DEMOGRAPHIC DATA:

7.1 Age:

7.2 Sex:

7.3 Marital or Relationship Status:

7.4 Place of Birth:

7.5 First Language:

7.6 Second Language:

7.7 Third Language:

7.8 Ethnic Background:

7.9 Visible Minority Status:

APPENDIX C

RECHERCHE: MINISTÈRE DE L'ÉDUCATION

le 15 février 1991

Chère étudiante, cher étudiant,

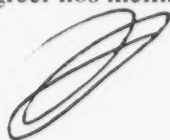
Le Ministère de l'Éducation a mis en œuvre un projet d'études sollicitant la participation des quelque 6 000 étudiantes et étudiants inscrits aux programmes de formation à l'enseignement qui obtiendront un brevet d'enseignement (BEO) en juin 1991. Les données que vous fournirez sont d'importance capitale à la réussite de l'étude.

Les données de l'étude portent sur les politiques et les pratiques des programmes de formation à l'enseignement ainsi que sur les antécédents, les niveaux de satisfaction et les taux d'emploi des diplômé(e)s. L'étude et l'analyse de ces données permettront d'améliorer le processus d'embauche et les chances d'emploi. Nous vous demandons donc de compléter le questionnaire ci-joint sur une base individuelle et confidentielle, l'insérer dans l'enveloppe que vous scellez et remettez au préposé.

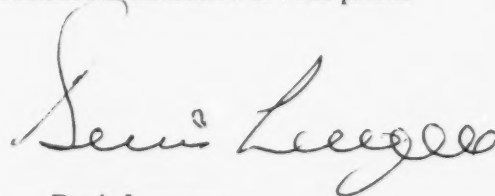
Les renseignements seront l'objet de la plus stricte confidentialité de la part des membres de l'équipe de recherche, les seules personnes ayant accès aux données des questionnaires. Une fois les données analysées, elles seront présentées de façon globale selon des ensembles anonymes, assurant aucune identification individuelle. Vous pouvez également ne pas répondre à l'une ou l'autre des questions.

Nous communiquerons à nouveau avec vous à l'automne 1991 et 1992. À ces deux occasions, nous vous demanderons de compléter un bref questionnaire portant sur votre emploi. À cet effet, nous devons connaître votre adresse permanente et tous changements subséquents. Pour faire part des changements ou de toutes demandes de renseignements supplémentaires, tu peux communiquer avec l'un ou l'autre des chercheurs.

Nous vous remercions bien chaleureusement de votre précieuse contribution et vous prions d'agréer nos meilleurs vœux de succès.



Yves Herry
Co-chercheur principal



Denis Levesque
Co-chercheur principal

QUESTIONNAIRE-SONDAGE

**LES 6000 ÉTUDIANTES ET ÉTUDIANTS INSCRITS
AUX ÉCOLES/FACULTÉS D'ÉDUCATION EN VUE
DE L'OBTENTION D'UN BREVET D'ENSEIGNEMENT DE
L'ONTARIO EN JUIN 1991**

*Conformément aux exigences de la Loi sur la protection des
renseignements personnels, veuillez noter ce qui suit :*

**La cueillette de ces données se fait selon la disposition
du Chapitre 129, Loi de 1980 sur l'éducation, LRO.**

**Les personnes participant à ce projet sont les
diplômé(e)s des programmes de Formation à
l'enseignement de l'Ontario 1990-1991.**

**Les données de cette étude ne serviront que pour des
fins de recherche. Aucune donnée personnelle et
individuelle ne sera retenue après l'analyse, ni publiée
sans autorisation préalable. Pour tous renseignements
supplémentaires relativement à la cueillette des
données, veuillez communiquer avec**

**Janet Intscher
Centre sur la formation du personnel enseignant
Ministère de l'Éducation
(416) 965-6039**

**PREMIER QUESTIONNAIRE-SONDAGE À L'INTENTION DES
ÉTUDIANTS/TES
INSCRITS/TES À L'ÉCOLE DES SCIENCES DE L'ÉDUCATION
(LAURENTIENNE)
OU À LA FACULTE D'ÉDUCATION (OTTAWA) EN VUE DE L'OBTENTION
DU
BREVET D'ENSEIGNEMENT DE L'ONTARIO EN JUIN 1991.**

1.0 RENSEIGNEMENTS GÉNÉRAUX

- 1.1 Nom : _____
- 1.2 Adresse actuelle (numéro et rue; app.; casier postal, route rurale): _____

Ville _____ Province _____ Code postal _____
- 1.3 Téléphone à domicile: (____) _____ - _____
- 1.4 Adresse permanente (si différente de 1.2): _____

Ville _____ Province _____ Code postal _____
- Téléphone à domicile: (____) _____ - _____

Si vous ne pouvez indiquer d'adresse permanente, inscrivez l'adresse d'une personne qui pourra vous transmettre votre courrier au cours des deux prochaines années.

2.0 DOSSIER SCOLAIRE:

Ecole secondaire (la dernière fréquentée)

- 2.1 Nom de l'école: _____
Ville/village: _____
- 2.2 Année d'obtention du diplôme: _____
- 2.3 Moyenne lors de l'obtention du diplôme: A ☐ B ☐ C ☐ D ☐

Études universitaires

- 2.4 Université fréquentée: _____
- 2.5 Année d'obtention du diplôme: _____
- 2.6 Moyenne lors de l'obtention du diplôme: A ☐ B ☐ C ☐ D ☐
- 2.7 Baccalauréat obtenu : BA ☐ BSc ☐ Autre ☐
- 2.8 Domaine(s) de concentration/spécialisation: _____
- 2.9 Autre(s) diplôme(s) universitaire(s): MA ☐ MSc ☐ PhD ☐ Other ☐

3.0 FORMATION À L'ENSEIGNEMENT:

- 3.1 Faculté ou école fréquentée : Université Laurentienne ☐ Université d'Ottawa ☐

- 3.2 Pourquoi avez-vous choisi cette institution ? : _____

- 3.3 Choix de cycles ou de module:
 Primaire/moyen ☐ Moyen/intermédiaire ☐ Intermédiaire/supérieur ☐
- 3.4 Pour Moyen/intermédiaire et Intermédiaire/supérieur seulement, indiquez votre choix d'options (ex. anglais, histoire, physique, chimie...):
 Moyen/intermédiaire: _____
 Intermédiaire/supérieur: majeure _____
 mineure _____
- 3.5 Genre de programme:
 B.Éd. Ottawa ☐ B.Éd. Laurentienne ☐ BA (Ed.)/B.Ed. Laurentienne ☐
- 3.6 Nombre de semaines d'enseignement pratique (stage):
 8 semaines ☐ Plus de 8 semaines ☐ Précisez le nombre : _____
- 3.7 Selon moi, la durée de la pratique de l'enseignement (stage) est :
 trop longue ☐ suffisante ☐ trop courte ☐
- 3.8 Selon moi, mon niveau de réussite globale (cours, stages, travaux,...) est actuellement :
 médiocre ☐ satisfaisant ☐ bon ☐ Excellent ☐
- 3.9 Selon moi, mon niveau de réussite en enseignement pratique est:
 médiocre ☐ satisfaisant ☐ bon ☐ Excellent ☐
- 3.10 Je considère mon engagement envers le programme de formation comme:
 très fort ☐ moyen ☐ faible ☐ incertain ☐
- 3.11 En comparaison avec les autres programmes universitaires que j'ai suivis, je considère que le programme de formation à l'enseignement est:
 plus difficile ☐ aussi difficile ☐ moins difficile ☐
- 3.12 J'estime que le programme de formation répond à mes besoins de façon
 non-satisfaisante ☐ satisfaisante ☐ bonne ☐ excellente ☐

- 3.13 a) Quels sont les éléments de votre programme de formation que vous appréciez (ou que vous avez appréciés) le plus?:

- b) Quels changements ou ajouts aimeriez-vous voir apporter au programme ?:

4.0 VOS SENTIMENTS VIS-À-VIS L'ENSEIGNEMENT:

- 4.1 Pourquoi voulez-vous devenir enseignant(e)?

- 4.2 Selon vous, quelles sont les qualités essentielles d'un(e) bon(ne) enseignant(e)?

5.0 EXPÉRIENCES ET EMPLOIS ANTÉRIEURS :

Énumérez les emplois (rémunérés ou non) et les expériences vécues que vous jugez importants (Indiquez par un crochet (✓) les activités qui impliquaient des jeunes).

Activités	Payées	Non payées	Durée approximative (ex. 2 semaines, 1 mois, 3 ans)

6.0 VOS PLANS D'AVENIR :

6.1 Avez-vous l'intention d'enseigner en septembre prochain ?

oui ☐

non ☐

incertain ☐

Si votre réponse est "non",

a) quels sont vos plans ? _____

b) quand voulez-vous enseigner ? _____

6.2 Êtes-vous au courant des postes disponibles ?

oui ☐

non ☐

6.3 Quelles sont vos chances d'obtenir un poste ?

Excellentes ☐

bonnes ☐

passables ☐

médiocres ☐

Pourquoi ? _____

6.4 a) Où pensez-vous enseigner ? (Identifiez la région, la ville de l'Ontario, ou hors-province)

b) Où aimeriez-vous enseigner ? (Identifiez la région, la ville de l'Ontario, ou hors-province)

6.5 Êtes-vous prêt(e) à vous installer ailleurs en Ontario pour obtenir un poste ?

oui ☐

non ☐

Si "non", pourquoi? _____

6.6 Êtes-vous prêt(e) à vous installer dans la région de Toronto pour obtenir un poste? oui ☐

non ☐

Si "non", pourquoi? _____

6.7 Selon vous, quel est le salaire initial moyen d'un(e) enseignant(e) ?
montant approximatif: \$ _____ incertain ☐

6.8 Quels sont vos plans de carrière (attentes, aspirations...) ?

6.9 Quelles sont les entraves possibles à la réalisation de vos plans de carrière?

7.0 DONNÉES PERSONNELLES ET DÉMOGRAPHIQUES :

7.1 Âge: _____

7.2 Sexe: _____

7.3 État civil: _____

7.4 Lieu de naissance: _____

7.5 Langue première: _____

7.6 Langue seconde: _____

7.7 Troisième langue: _____

7.8 Faites-vous partie d'une communauté ethnique? Si oui, laquelle?

7.9 Faites-vous partie d'une minorité visible?

oui ☐

non ☐

APPENDIX D

MINISTRY OF EDUCATION RESEARCH PROJECT

September 30, 1991

Dear Faculty of Education Graduate:

The Ministry of Education has initiated a research study which involves all of the faculties, schools and colleges of education in Ontario and their 1991 cohort of 6,000 graduating students. Since you are one of this group of people, information you provide is very important in ensuring the ultimate success of the project. Many of you participated in the first step of this project by answering a survey administered through your Education program in the spring of 1991. We are extremely grateful for the wealth of information you provided by doing so. However, even if you did not answer the first survey, we very much need your help at this stage.

It is hoped that the information which is collected about policies and practices in teacher education and about the backgrounds, satisfaction and hiring rates of the graduates will help to serve you and all others involved in education well. Therefore, we are asking you to take about five minutes of your time to complete the questions on the enclosed survey sheet. After that, please place it in the self-addressed, postage-paid envelope we have provided and simply drop it in the mail.

We want to assure you that any information you provide will be kept in strictest confidence and will be used only within the research project. Once data are collected and analyzed, they will be presented in an aggregate or anonymous fashion such that no individual would ever be identified. If there is any question(s) which you do not want to answer, you have a right to choose whether to do so.

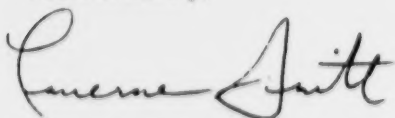
Finally, you will be contacted on one other occasion in the fall of 1992. At that time you will be asked to complete another brief questionnaire about whether you are employed or continue to be employed in teaching and how you are enjoying it. In the meantime, if you have any questions or a change of address please be in touch with:

Professor Laverne Smith
Box 316, Postal Station Z
Toronto, Ontario M5N 2Z5

Your help in carrying out this very important research work is much appreciated.

Best wishes for a successful year.

Yours sincerely,



Laverne Smith
Co-Principal Investigator



David Marshall
Co-Principal Investigator

Survey of 1991 Graduates of Ontario Faculties, Schools and Colleges of Education

This survey is a follow-up to our first questionnaire which was completed earlier in 1991. Your co-operation in providing information is extremely important to this research. Please return by October 31, 1991. Thank you.

1) Name: (Please print) _____

2) Faculty School or College of Education Attended: _____

CURRENT EMPLOYMENT STATUS:

3) Employed in a public, separate or private school? Yes ____ No ____

4) If Yes, position: ☐ Teacher ☐ Other (Please specify) _____

5) Type of employment: ☐ Full-time
(CHECK ONE IN EACH COLUMN) ☐ Part-time _____ %
☐ Supply
☐ Other

6) ☐ English
☐ French
☐ French (Core)
☐ French (Immersion)

7) If No, did you seek employment in education for 1991-1992? Yes ____ No ____

EMPLOYMENT SEARCH:

8) How many applications did you submit? _____ 9) How many interviews did you have? _____

10) If you did seek employment and were not successful, what was the main reason for not finding a position?

11) If you did not seek employment, what was the main reason? _____

12) If you are not now employed in education, do you intend to seek employment in education in the near future?
Yes ____ No ____

DIVISION OR SUBJECT SPECIALTY:

13) Please indicate your divisions of training and teaching subject(s) where applicable in column (a) and of your current employment in column (b):

(a) Of Training

(b) Of Employment

Primary	☐	☐	GRADE(S)
Junior	☐	☐	GRADE(S)
Intermediate + subject	☐	☐	SUBJECT
Senior + subject	☐	☐	SUBJECT
Technological + subject(s)	☐	☐	SUBJECT(S)
Other	☐	☐	SUBJECT(S)

LOCATION OF EMPLOYMENT:

14) Place of employment: ☐ Ontario ☐ Other Province _____ PLEASE SPECIFY ☐ Other Country _____ PLEASE SPECIFY

15) Board of employment (if applicable): _____
PLEASE SPECIFY BOARD AND CHECK ☐ PUBLIC ☐ SEPARATE OR ☐ PRIVATE

16) Other full-time employment or activity: _____

FREEDOM OF INFORMATION

17) I wish to have my name released to a school board if the researchers or the Ministry are contacted for names of teachers who are available for employment.

My authorizing signature: _____ 227

APPENDIX E

Recherche : Ministère de l'Éducation

le 11 octobre 1991

Chère étudiante, cher étudiant,

Le Ministère de l'Éducation a mis en oeuvre un projet d'études sollicitant la participation des quelque 6 000 étudiantes et étudiants inscrits aux programmes de formation à l'enseignement qui ont obtenu un brevet d'enseignement (BEO) en juin 1991. Les données que vous avez fournies sont d'importance capitale à la réussite de l'étude. Vous avez à peu près tous et toutes participé à la première étape du projet en complétant le questionnaire-sondage qui vous a été remis au printemps 1991. Nous vous remercions bien sincèrement pour les renseignements fournis à cette occasion. Nous comptons sur la participation de chacune et de chacun des diplômés, que vous ayez répondu ou non au premier questionnaire.

Les données de l'étude portent sur les politiques et les pratiques des programmes de formation à l'enseignement ainsi que sur les antécédents, les niveaux de satisfaction et les taux d'emploi des diplômés. L'étude et l'analyse de ces données permettront d'améliorer le processus d'embauche et les chances d'emploi. Nous vous demandons donc de prendre cinq minutes pour compléter le bref questionnaire, l'insérer dans l'enveloppe adressée et affranchie, et la déposer au courrier.

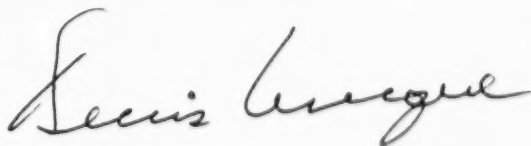
Les renseignements seront l'objet de la plus stricte confidentialité de la part des membres de l'équipe de recherche, les seules personnes ayant accès aux données des questionnaires. Une fois les données analysées, elles seront présentées de façon globale selon des ensembles anonymes, assurant aucune identification individuelle. Vous pouvez également ne pas répondre à l'une ou l'autre des questions.

Nous communiquerons à nouveau avec vous à l'automne 1992. À cette occasion, nous vous demanderons de compléter un bref questionnaire portant sur l'état actuel de votre emploi. Pour faire part des changements ou de toute demande de renseignements supplémentaires, vous pouvez communiquer avec l'un ou l'autre des chercheurs.

Nous vous remercions bien chaleureusement de votre précieuse contribution et vous prions d'agréer nos meilleurs vœux de succès.



Yves Herry
Co-chercheur principal



Denis Levesque
Co-chercheur principal

Questionnaire aux diplômées et aux diplômés de 1991 des facultés et des écoles des sciences de l'éducation

Ce questionnaire fait suite à celui que vous avez complété au printemps 1991. Votre collaboration à la réussite de cette recherche est très importante. Merci.

1. Nom (caractères imprimés): _____

2. École ou faculté d'éducation fréquentée: _____

Données sur l'emploi actuel:

3. Emploi en enseignement : oui ☐ non ☐

4. Si oui, quel poste? Enseignant/e ☐ Autre (spécifiez) _____

5. Genre d'emploi (cochez une réponse par colonne):

Temps complet ☐	6. École française ☐	
Temps partiel ☐ _____ (%)	École anglaise ☐	
Suppléance ☐	"FRENCH" : core : ☐	
Autres ☐	immersion : ☐	

7. Si non, avez-vous sollicité un poste pour l'année 91-92? oui ☐ non ☐

Recherche d'emploi:

8. Combien de demandes avez-vous faites? ____ 9. Combien d'entrevues vous a-t-on accordées? ____

10. Si vous n'avez pas obtenu de poste, donnez-en la raison principale.

11. Si vous n'avez pas recherché d'emploi, donnez-en la raison principale.

12. Si vous n'avez pas de poste, en solliciterez-vous un à nouveau? oui ☐ non ☐

Cycles ou domaine de spécialisation:

13. Indiquez les cycles et les options de votre brevet d'enseignement à la colonne (a) et de votre emploi actuel à la colonne(b)

	a) Formation	b) Emploi
Primaire ☐	☐	_____ année(s)
Moyen ☐	☐	_____ année(s)
Intermédiaire+ option ☐	_____ option	☐ _____ domaine
Supérieur + options ☐	_____ option	☐ _____ domaine
	_____ option	☐ _____ domaine
Etudes technologiques ☐	_____ domaine	☐ _____ domaine
Autre ☐	_____	☐ _____

Où enseignez-vous?

14. Lieu de l'emploi: Ontario ☐ Autre province (spécifiez) _____ Autre pays(spécifiez) _____

15. Conseil scolaire: _____
public ☐ séparé ☐ privé ☐

16. Autre emploi à temps complet: _____

Loi sur la confidentialité

17. Je permets que l'on donne mon nom aux conseils scolaires qui sont à la recherche d'enseignantes et d'enseignants et qui en font la demande à l'équipe de recherche. Signature autorisée _____

APPENDIX F

MINISTRY OF EDUCATION RESEARCH PROJECT

September 15, 1992

Dear Faculty of Education Graduate:

As you know from our previous contacts with you, the Ministry of Education has initiated a research study which involves all of the faculties, schools and colleges of education in Ontario and their 1991 cohort of 6,000 graduating students. Since you are one of this group of people, information you provide is very important in ensuring the ultimate success of the project. Many of you participated in the first and second steps of this project by answering a survey administered through your Education program in the spring of 1991 and then a mailed survey later in the fall. We are extremely grateful for the wealth of information you provided by doing so. However, even if you did not answer the first or second survey, we very much need your help at this stage.

It is hoped that the information which is collected about policies and practices in teacher education and about the backgrounds, satisfaction and hiring rates of the graduates will help to serve you and all others involved in education well. Therefore, we are asking you to take about ten minutes of your time to complete the questions on the enclosed survey sheet. After that, please place it in the self-addressed, postage-paid envelope we have provided and simply drop it in the mail.

We want to assure you that any information you provide will be kept in strictest confidence and will be used only within the research project. Once data are collected and analyzed, they will be presented in an aggregate or anonymous fashion such that no individual could ever be identified. If there is any question(s) which you do not want to answer, you have a right to choose whether to do so.

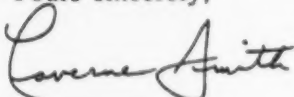
If you have any questions about this survey please be in touch with:

Professor Laverne Smith
Box 23007
Forest Hill Postal Outlet
Toronto, Ontario M5P 2W3

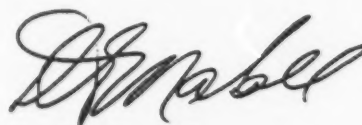
Your help in carrying out this very important research work is much appreciated. In response to a question that many of you asked in your returned surveys, it is expected that the Ministry will either disseminate information in a public way or make results available upon request once the study is completed in 1993.

Best wishes for a successful year.

Yours sincerely,



Laverne Smith
Co-Principal Investigator



David Marshall
Co-Principal Investigator

Survey of 1991 Graduates of Ontario Faculties, Schools and Colleges of Education

This survey is a follow-up to our first and second questionnaires which were completed in the spring and fall of 1991. Your co-operation in providing information is extremely important to this research. Please return by October 30, 1992. Thank you.

1) Name: (Please print) _____ (Check: Female__ Male__)

2) Faculty, School or College Attended: _____

CURRENT EMPLOYMENT STATUS:

3) Were you employed full-time as a teacher during 1991-92? Yes__ No__

4) Are you employed full-time in teaching for 1992-93? Yes__ No__
(If No, go to question 8)

5) (a) If yes, are you teaching in: The same position as in 1991-92 __ A different one __
Did not teach in 1991-92 __

(b) I teach in: Ontario __ Another Canadian province __ Another country __

(c) It was necessary to re-locate from my permanent community to teach. Yes__ No__

(d) The type of school I teach in is: Public __ Separate __ Private __

(e) My teaching level is: Elementary __ Secondary __

(Questions 8 to 12 are to be answered only by those *not* employed full-time in teaching.)

8) If you *did* seek full-time teaching employment for 1992-93 and were not successful, what was the main reason for not finding a position? No jobs__ Other__(specify_____)

9) If you *did not* seek full-time teaching employment for 1992-93, what was the main reason? Family reasons __ Further study __ Other __ (specify_____)

10) Do you intend to seek full-time teaching employment in the future? Yes __ No __

11) What is your current, main employment or activity? Supply and/or part-time teaching __
Other __ (specify_____)

(Questions 12-19 are to be answered *only if you were employed full-time as a teacher*
in 1991-92.)

WORK IN TEACHING:

12) What is the single most satisfying aspect of your teaching work? _____

(Please turn over)

- 13) What is the single most frustrating aspect of your work? _____
- 14) What single personal strength has helped you most in teaching? _____
- 15) Do you expect to stay in teaching permanently (including some breaks)? Yes ___ No ___
- 16) If no, what else do you expect to do? _____ When? _____
- 17) (a) Who in your school has been of most help to you? Principal ___ Vice-Principal ___
 Department Head ___ Consultant ___ Designated mentor ___ Experienced teacher ___
 Other beginning teacher ___ Other ___ (specify _____)
- (b) How have they helped you? Encouragement ___ Discussion ___ Friendship ___
 Ideas ___ Formal induction program ___ Other ___ (specify _____)
- 18) My degree of satisfaction with teaching is: High ___ Moderate ___ Low ___
- 19) The level of support I receive in my school to do my work is:
 High ___ Moderate ___ Low ___

(Questions 20 to 24 are to be answered by all respondents.)

COMMITMENT AND PREPARATION FOR TEACHING:

- 20) My level of commitment to becoming a teacher during my teacher training in 1990-91 was: High ___ Moderate ___ Low ___
- 21) My current level of commitment to becoming or remaining as a teacher is:
 High ___ Moderate ___ Low ___
- 22) (a) I now regard the quality of preparation in my teacher education program as having been: Excellent ___ Good ___ Satisfactory ___ Poor ___
- (b) What was the single most helpful aspect of it? _____
- (c) What was the single most crucial aspect of the program which would have required improvement in order to better prepare you for teaching? _____
- 23) (a) Before you entered teacher education, was there an occupation(s) other than teaching that you wished to pursue, but were unable to do so?
 No ___ Yes ___ (specify _____)
- (b) If Yes, what was the main reason for being unable to pursue the other career(s)?
 My grades ___ Time required ___ Lack of money ___ Family reasons ___ Other ___
 (specify _____)

FREEDOM OF INFORMATION:

(24) I wish to have my name released to a school board if the researchers or the Ministry are contacted for names of teachers for employment.

My authorizing signature: _____

APPENDIX G

Recherche : ministère de l'Éducation

le 15 septembre 1992

Chère étudiante, cher étudiant,

Comme vous le savez déjà, le ministère de l'Éducation a initié un projet de recherche auquel participent les facultés et les écoles des sciences de l'éducation ainsi que les quelque 6 000 étudiantes et étudiants inscrits aux programmes de formation à l'enseignement (francophones et anglophones) qui ont obtenu un brevet (BEO) en juin 1991. En tant que membre de ce groupe, votre participation est très importante à la réussite du projet. Plusieurs ont déjà participé aux deux premières étapes en complétant le questionnaire lors de votre année de formation en 1991 et celui de l'hiver 1992. Les données fournies par ces deux questionnaires ont été très révélatrices. Même si vous n'avez pas complété l'un ou l'autre de ces questionnaires, il est très important que vous répondiez à ce dernier; votre contribution à cette dernière étape est fort importante.

Nous espérons que les renseignements sur les politiques et les pratiques de la formation à l'enseignement ainsi que les données portant sur le contexte, le niveau de satisfaction et le taux d'embauches des diplômés(es), contribueront à faciliter l'obtention d'un emploi pour les diplômées et diplômés en éducation. Nous vous demandons donc quelques minutes pour compléter le bref questionnaire ci-joint, et de nous le retourner en utilisant l'enveloppe préadressée et préaffranchie ci jointe. Les étudiantes et les étudiants francophones ne représentant que 7 pourcent des 6 000 étudiantes et étudiants de notre étude, vous comprendrez l'importance de chaque questionnaire que nous recevons.

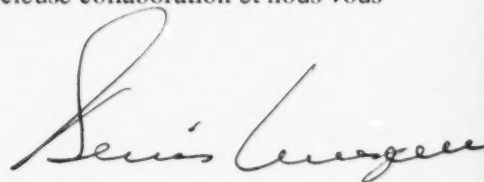
Nous vous rappelons que les renseignements obtenus font l'objet de la plus stricte confidentialité. seuls les membres de l'équipe de recherche ont accès aux données des questionnaires. Une fois les données analysées, elles seront présentées de façon globale selon des ensembles anonymes qui ne permettront aucune identification individuelle. Vous pouvez également ne pas répondre à l'une ou l'autre des questions.

Nous apprécions grandement votre contribution à la réalisation de cet important projet. Une fois ce projet complété en 1993, le ministère de l'Éducation a l'intention d'en publier les résultats ou encore de les rendre disponibles sur demande. Pour tous renseignements supplémentaires par rapport à ce projet, vous pouvez communiquer avec l'un ou l'autre des co-chercheurs principaux.

Nous vous remercions bien chaleureusement de votre précieuse collaboration et nous vous prions d'agréer nos meilleurs vœux de succès.



Yves Herry
Co-chercheur principal



Denis Levesque
Co-chercheur principal

**QUESTIONNAIRE AUX DIPLOMÉS(ÉES) DE 1991 DES
FACULTÉS ET DES ÉCOLES DES SCIENCES DE L'ÉDUCATION**

Ce questionnaire fait suite aux deux questionnaires que vous avez complétés au printemps 1991 et à l'hiver 1992. Votre collaboration à la réussite de cette recherche est très importante. Nous vous demandons de bien retourner ce questionnaire complété au plus tard le 30 octobre 1992. Merci.

1) Nom : (svp imprimer) _____ Indiquez F ☐ M ☐

2) Faculté ou École fréquentée : _____

Emploi actuel:

3) Aviez-vous un emploi à titre d'enseignant à temps complet en 1991-1992? Oui ☐ Non ☐

4) Avez-vous un emploi à temps complet dans l'enseignement en 1992-1993? Oui ☐ Non ☐

Si vous répondez NON, allez à la question no. 8

- 5) (a) Si vous avez répondu "oui", indiquez si vous occupez:
le même poste qu'en 91-92 ☐ ou un poste différent ☐; je n'avais pas de poste en 91-92 ☐.
- (b) J'enseigne actuellement en Ontario ☐; autre province canadienne ☐; autre pays ☐.
- (c) J'ai dû me relocaliser ailleurs pour enseigner. Oui ☐ Non ☐
- (d) J'enseigne dans une école publique ☐; séparée ☐; ou privée ☐.
- (e) J'enseigne à l'élémentaire ☐; au secondaire ☐.

**Les questions 8 à 11 s'adressent à ceux et celles qui n'ont pas
de poste à temps complet dans l'enseignement**

8) Si vous avez recherché sans succès un poste à temps complet dans l'enseignement pour l'année 1992-1993, quelle est la raison principale de votre insuccès à trouver un poste à temps complet?

Pas de poste disponible ☐; autre ☐ (précisez) _____

9) Si vous n'avez pas recherché un poste d'enseignant à temps complet en 1992-1993, quelle en est la raison principale? Raisons familiales ☐; poursuivre vos études ☐; autre ☐ (précisez) _____

10) Avez-vous l'intention de rechercher un poste d'enseignant à temps complet à l'avenir? oui ☐ non ☐

11) Quel est votre emploi ou votre occupation actuellement? Enseignement à temps partiel ou occasionnel ☐; autre ☐ (précisez) _____

**Les questions 12 à 19 s'adressent à ceux et celles qui ont un poste d'enseignante ou
d'enseignant à temps complet en 1992-1993**

Emploi dans l'enseignement :

12) Quel est l'aspect le plus satisfaisant de votre travail d'enseignante ou d'enseignant? _____

13) Quel est l'aspect le plus frustrant de votre travail d'enseignante ou d'enseignant? _____

(Tournez svp)

14) Quelle est la qualité (ou force) personnelle qui vous a aidé le plus dans l'enseignement?

15) Comptez-vous rester dans l'enseignement sur une base permanente (sans considérer les arrêts temporaires)? Oui ☐ Non ☐

16) Si votre réponse est non, qu'avez-vous l'intention de faire de plus? _____ Quand? _____

17) (a) Dans votre école, qui vous aide le plus? La direction ☐; chef de département ☐; conseiller ☐; enseignant mentor ☐; enseignant d'expérience ☐; enseignant débutant ☐; autre ☐

(précisez) _____

(b) De quelle façon vous ont-ils aidé?

Encouragement ☐; échange ☐; amitié ☐; bonnes idées ☐; programme d'initiation (induction) ☐; autre ☐ (précisez) _____

18) Je suis hautement ☐, modérément ☐, ou peu ☐ satisfait de mon travail en enseignement.

19) L'appui que j'ai reçu de l'école pour accomplir mon travail est considérable ☐, satisfaisant ☐, ou limité ☐

Toutes les répondantes et tous les répondants complètent les questions 20 à 24

Engagement et formation vis-à-vis l'enseignement:

20) Je considère que mon engagement à ma carrière d'enseignante ou d'enseignant lors de ma formation en 1990-1991 était élevé ☐ moyen ☐ ou faible ☐

21) Je considère que mon engagement à ma carrière d'enseignante ou d'enseignant actuellement est élevé ☐ moyen ☐ ou faible ☐

22) (a) Je considère maintenant que la qualité de ma préparation lors de mon programme de formation à l'enseignement a été excellente ☐ bonne ☐ satisfaisante ☐ ou faible ☐

(b) Quel aspect a été le plus profitable? _____

(c) Quel est l'aspect le plus important du programme qui doit être amélioré pour mieux vous préparer à l'enseignement? _____

23) (a) Avant votre admission au programme de formation à l'enseignement, y avait-il une autre profession/carrière que vous aviez envisagée, mais sans succès?

Oui ☐ (précisez) _____ Non ☐

(b) Si vous avez répondu "oui", quelle est la raison principale de vos insuccès à poursuivre cette autre profession/carrière?

ma moyenne scolaire ☐ temps requis ☐ manque d'argent ☐ raisons familiales ☐
autre ☐ (précisez) _____

Loi sur la confidentialité

24) Je permets que l'on donne mon nom aux conseils scolaires qui sont à la recherche d'enseignantes ou d'enseignants et qui en font la demande aux chercheurs ou au Ministère.

Signature autorisée: _____